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In the Editor's Corner

Athletes and Health

IT WAS THE editor's privilege to see all of the high school basketball games at a recent state tournament. The noise and excitement, the color and pageantry were all there, and the sixteen teams gave evidence of mastery of fundamentals and team play. It was a great spectacle.

As always, the observer marveled at the near-perfect execution of the fundamental skills, and was astounded at the wonderful shooting. It seemed that the difficult shots were commonplace, the impossible ones occurred only less frequently! And the free-throwing, which won several games when a team was out-scored from the field, was the best in tournament history.

The participants and their enthusiastic boosters displayed unusually fine sportsmanship. In fact, only one real outburst of disapproval, and that in the final quarter of play, marred an otherwise perfect tournament. It was apparent that adults who should have shown better judgment and greater emotional control were the ones most violent in their denunciation of the officials.

Great strides have been made in the direction of removing many of the health hazards formerly taken for granted in athletics, and this advance was well demonstrated throughout the tournament. The common drinking facility, the water bucket, the water bottle, and the "refreshing" sponge were conspicuous by their absence. There still remains the question, however, of boys playing in from one to four games under great physical and emotional pressures in three or four days. The plan next year of having only eight finalists may ease this situation.

After calling attention to the superlative coaching, the near-perfect individual and team play, the fine sportsmanlike behavior of players and spectators, we must admit that another old nemesis of good health, the common towel shared by many was still very much in evidence. True, it was no longer thrown half way across the floor to the team during a time-out, gathering dust and dirt as it flew along, and usually leaving a safety hazard in its wet wake. But this was due to the fact that today, on time-outs, the team returns to the coach for advice and help in continuing a drive, or in stopping a scoring threat.

No, the common towel, perhaps a wee bit more refined, was tucked safely under the arm of a student manager and then, during time-outs, was used just as industriously and carefully as in the "good old days," to remove perspiration from face and neck of each participant. As a matter of fact, there were often enough towels to go around, but since time-outs occurred eight to ten times a game, and substitutes entered and left the court, who knew how many times each player used his own individual towel, and how many times he used one already badly contaminated by common use?

It is generally accepted not only by the medical profession and the health educator, but also by the administrator and the parent, that the common towel has no place in the home, or in public places and its use is not approved in athletics. The danger of the spread of contagion would certainly be an important factor in eliminating such practice, even if the aesthetic experience of wiping someone else's perspiration, pus from acne, and even saliva on your face didn't cause a degree of nausea.

If towels are absolutely necessary, perhaps they could be marked, or of different colors. It might be, too, that smaller towels, and a fresh set each time-out may be the answer, if a portable rack cannot be used.

The coach, the man who inspires his boys to be good sportsmen, who teaches them to do better the skills involved, and who helps them plan both offensive and defensive strategy, the man who sets the example in everything that is good and right for the players and the student body, that individual seems unaware of either the hazard or how easily it may be removed. Conditioning the boys to go without drinking water during the game has eliminated the problem of the common water bottle. All it would take to remove the towel hazard would be a word of disapproval to the student manager and a little different conditioning to get along without towels. If this appears to be too radical a change, then a little thought and planning along other lines should bring about improvement.

What has been presented is not intended as an indictment of the coaching profession. So many fine things have been accomplished and so many changes for the better carried out, that our coaches are surely to be commended. Criticism however, can be directed at the individual who persists in speaking of health values in athletics, and then ignores some of the obvious things which make at best a questionable contribution in that area.

The players are entitled to receive the same attention to health in a school situation as they might expect in a hotel, or in a home. It remains to be seen if coaches realize this and are ready to make a change or two so that more health values may become a reality in athletics. Wait for the next season and judge for yourself!

C. O. Jackson

The Belonging Youth Is Loyal

Jay B. Nash

IF HE belongs, youth is loyal to his group—which gives him the sense of loyalty. Those who live beyond the ring do not count; the foreigner, the family who attend another church, the boy with another shade of skin or slant of eyes, the "kid" on the other side of the tracks, or even the owner or guardian of goods who is not known. Outsiders are "yours" as compared to "ours." Group tensions arise because of differences in customs, ways of living, eating or dressing, plus, of course, ways of worshipping and differences in language and race.

An Old Educational Principle

Primitive people recognized that youth must be inducted into the group. They recognized that this must be an emotionalized process, utilizing ceremony, song, magic spells, purification of "body and soul," and other devious ways of tapping the imagination. The stage settings were dramatic, the dancing flames of immense camp fires, with all the mysticism and magic of darkness and shadows heightened by the rhythmic chants of hundreds of singers.

By these means great flood tides of emotions were loosened. It was a time of decision, purging the individual of all selfish motives and, at the same time, a consecration of self to high group ideals. *These were teachable moments* when life decisions were made, moments when halting, half-hearted decisions became set in dramatic behavior patterns.

Belonging Based Upon Achievement

Outside of our immediate family, the individual who does not belong seeks devious ways to establish his status in the group. Sometimes these ways are in delinquency.

No man can grow to cultural stature without belonging, without doing something significant for and in the group. Aristotle thought of the good man as the good workman; workmanship thought of in the craft sense as well as the social sense. Man's feet are in the slough of despond, his head is bent low before the mirror or his companions until he has achieved—until men look up to him and say, "He is a master." The area of achievement is so broad that every man, woman and child can acquire spiritual life from accomplishment and service.

Youth Is Ready

Youth is ready and youth is the time. Many times a day the small child asks, "May I help? May I help?" Too often he is put off with a "No—it is too large, it is too hot, too sharp or too something." Sooner or later he stops asking, "May I help?" The older adolescent who wants to come into society is told to wait, wait. Wait for a better job, wait to get married—wait.

Youth responds to this urge-to-do in accordance to a definite pattern. There must be *challenge*. This is represented in childhood games by the word "it." It is the danger element, you flee from "it," you flirt with "it," you hope to master; but the joy of mastery is heightened by the fact that you may fail and another may carry on. *Hope of success* is another element in the pattern. The challenge must not be too great, the hope of mastery must always be kept alive. This hope-challenge pattern is greatly heightened by the approval of associates.

As the activity-struggle-drive may be expressed low or high on the scale of socially approved activities, education-guidance is essential. Delinquency and play have much the same pattern. There is a real challenge, hope of success and social approval in the small group in which the individual moves in each activity. The urge to do something may be expressed in stealing fruit or in playing games where the man stealing second base is pitting his wits against the pitcher, the catcher and the second baseman, or it may be witnessed in the fighting qualities of a Madame Curie, a Walter Reed or a Louis Pasteur.

It may be stated, axiomatically, that if youth is not given an opportunity to express this age-old and world-wide driving urge-to-do, in ways which are socially approved, it will find other channels, many of which will be anti-social. The flood waters of emotion in youth may be so directed, but they cannot be confined or blocked.

Youth Needs Challenges

Youth must have an opportunity to enjoy activities, to give expression to these flood tides. It is by means of such expression that a young person achieves status in his group. He acquires a sense of *belonging*, and a sense of belonging is absolutely essential to normality at any age. We have kept children young and treated them as "babies" when we should have been providing serious challenges for them. Young people in their late adolescence have fought wars and, incidentally, have won them. In another era, not too far away, they broke the land and cleared the wilderness, married and had families at an age when, now, we call them children. Young people are emotionally ready for great sacrifices and tremendous effects. They are ready for

idealism. Organized society has challenged only a small fraction of their capacities. As a result of this absence of real challenge, emotional floods create havoc. Like a great ocean liner with engine throbbing and no rudder, they run wild. The results, high or low on the scale, have been more accidental than planned. How often these accidental results are tragic is indicated in a report of J. Edgar Hoover, where it states that the age at which major crimes are most frequent is only *seventeen years and nine months.*

How Big Is Your Circle?

The big question at stake in this belonging and loyalty concept is, "How big is your circle?" It was Markham who stated this well:

> He drew a circle and kept me out,
> Heretic, rebel, a thing to flout,
> But love and I found a way to win,
> We drew a circle and took him in.

A group of midwest Western Union messenger boys have a code of behavior. One item is: A Western Union boy never steals a bicycle. My comment was "That's fine, I congratulate you." "Yes," said the boy who was speaking, "a Western Union boy never steals a bicycle from another Western Union boy." The code was good, but the circle was too small.

If one belongs, one assumes responsibility. There is a discipline which is akin to fraternity. To do for others in love and respect is no sacrifice, but a supreme joy. This is self-discipline. Aristotle assumed that freedom comes from obedience to self-approved laws. Always laws and always obedience, but laws that are self-approved. Youth must be made to feel this restraining discipline of fraternity.

In this absence of responsibility, youth has been no worse than the adult; young people have been just a little more obvious. Youthful delinquencies have in the past been out in the open and many times more of the irritating type than of major calibre. The adult is more subtle, his delinquencies are more carefully planned and, too often, they have to do with major issues which lay the basis for personal or group conflict within the nation and for wars between nations. In the absence of ideals, the youth are copying adult patterns.

Basically, the whole problem of discipline, locally, nationally and internationally, is one of "I-We" relationships. The difficulty in solving it is that something of importance can be said on both sides. We must develop strong individuals with initiative, but we must also develop a group spirit. What are the relationships?

One group representing the "I" concept insists upon the necessity of individual expression. They point out an age-old law that man develops as he faces problems and competition. A biologist puts it, "Man's very intellect and the civilization he has developed have been made possible by the fact that he has been kicked into activity by an hostile environment." Man has lived by his wits, developed "Yankee ingenuity." This push conquered the wilderness, developed atomic power, won wars. But this individualism can go too far. One's right, figuratively, to swing his arms joyfully in the air stops before his neighbor's nose begins, and neighbors' noses are very close these days. We see this abuse of individualism in racketeering, housing scandals, five percenters, intolerance, deadly selfish group-against-group contests. Its beginning may be seen in the behavior of children. One may, in a half hour, see parents allowing little children to drop peanut shells, paper or gum wrappers in public places, mark up public buildings, throw waste paper, even garbage, in public parks and out of automobile windows, or desecrate lawns and shrubbery. Too many parents with children push, crowd and shove their way through life. These seem little things, and each act in and of itself is little, but the accumulation means a disregard for others—a lack of group feeling—a lack of a belonging concept. Our circles must be larger. Jefferson called for "an aristocracy of virtue." Anyone who qualified could belong. The only pledge was virtue.

What Can Be Done

Childhood—the four-to-fourteen-year period—is the time when children master skills and acquire attitudes. Neural patterns once formed are never lost, and when the adult or the older adolescent takes up a recreational activity he is likely to select one which was started in early years. This applies not only to sports and games but to crafts and music, science and art, even moral standards.

We can expand the athletic game situation, challenge, hope of success and social approval, to include innumerable activities around the house, school and community. These can take on not only national but international significance. Young children can become team members in the family if parents set up challenging situations and offer social approval.

Self-government projects must be established in schools. Here, responsibilities must be given in the handling of assemblies, in running various student activities, and even in the conduct of activities around the halls, shops and grounds.

In the community, youth can take on real challenges of leadership; can organize Halloween nights as civic affairs, regulate bicycle traffic, and assist in parks and playgrounds. This means much more than taking over the administration of a city for a day. It involves a year-round plan of community service.

The whole problem of responsibility, basic to citizenship and to counteracting delinquency, must be attacked at its source or the battle is lost. This source is in childhood and is concerned with giving him a sense of belonging. Crime and delinquency are committed against an individual who belongs to another group. Let "him" come from across the railroad tracks, set him aside as a "this or that," which the child learns in the home, with the inference that "our" group is superior, and you have a perfect pattern for personal conflict. Bring everyone into a group, present the group with a challenge where everyone is needed and "you and your" are immediately transferred into "we and our."

The Associated Youth Serving Organizations should have been called the Association of Serving Youth. Less must be done for, and more must be done by youth. Boy Scouts and Campfire Girls, along with many church groups, including the Mutual Improvement Association and youth organizations of the Mormon Church, are revising their programs to do just this. Such experience should be universal.

There must be more opportunities in the community, on a national basis and a state basis; thousands of work-experience camps should be organized and be administered by local units. Billions of trees should be planted, millions of acres of land should be wrested from erosion, fire trails and picnic grounds must be built. Later, hundreds and thousands of communities can be beautified and you be given a chance to have a part in a sense of pride in belonging to his neighborhood. Youth will be loyal to the thing for which he has worked and for which he has sacrificed. This whole concept must eventually be given an international turn. Youth of the world must work together on some service project. The youth are ready for it. They are begging us for opportunities to take responsibilities. They can be trusted as much and as far as many of the older people.

We are not going to solve this by adding a few playgrounds and field houses, a few games of tennis or table-tennis, or two weeks spent at a charity camp; this is not the answer. We have to go right down to the source, and the source is below the age of ten, and in this first instance, at least, it needs organization around the home—the theme is service for all men.

The Key to the Solution Is Service

As soon as the challenge is sufficiently significant, where the contribution of everyone is needed to win a game or to complete a project, the problem is solved. This is basically the old principle which involves the concept of "do unto others as you would be done to."

Saint Exupery attributes the fall of France to this absence of common causes to serve. He writes:

> "We cease to give. Obviously, if I insist upon giving only to myself, I shall receive nothing. I shall be building nothing of which I am to form part, and therefore I shall be nothing. And when, afterwards, you come to me and ask me to die for certain interests, I shall refuse to die. My own interest will command me to live. Where will I find that rush of love that will compensate my death? Men die for a home, not for walls and tables. Men die for a cathedral, not for stones. Men die for a people, not for a mob. Men die for love of man—provided that man is the keystone in the arch of their community. Men die only for that by which they live."

Some Good Resolutions

I WILL eat the right amounts of a variety of foods—but not in excess so that I become obese.

I WILL balance my activities so that I get enough sleep, rest, fresh air and relaxation.

I WILL seek my doctor's counsel when I am ill or notice any bodily change (such as indigestion, bleeding or a lump in any part of the body) and I will cooperate in following his advice.

I WILL have my teeth examined and repaired when necessary.

I WILL drive safely to avoid accidents and will see to it that my home is a safe place in which to live.

I WILL protect my fellow workers by staying home when I have the symptoms of a contagious disease.

I WILL try to improve my mental well-being by throwing off troublesome thoughts and disappointments; I will develop a definite interest or objective in life to help avoid anxiety.

ABOVE ALL—

I WILL prefer facts to fads, sanity to superstition and understanding to belief—so that I may be intelligent and responsible in matters of health.

From: Illinois Department of Public Health
December 25, 1954

Some Considerations for Program Planning

C. H. McCloy

EVERY FEW YEARS someone publishes a study under some such title as "Current Trends in Elementary (or Secondary School) Physical Education in the United States." Forty-nine years of reading such articles, and observing such trends, has convinced this author that (1) the trends, usually because of lack of careful thinking and planning at local and state levels, are frequently towards increasing mediocrity; that (2) like questionnaire studies, where the mode of the answers is frequently far from representing the idea; and that (3) it might be far better to attempt to formulate an ideal program and to seek to approximate it in practice, than to continue to investigate unplanned-for "trends." This article, therefore, will make an attempt to indicate what seems to the writer to be some considerations that might lead toward the formulation of an increasingly satisfactory program of physical education.

In view of the fact that 71% of our population go no farther in school than the ninth grade, 50% go no farther than the twelfth grade, and only 15% go to college, it would seem logical that physical educators should endeavor to see to it that *all* elementary and secondary school pupils are given as complete a "physical education" as possible not later than the end of the junior high school—and to supplement this for those who go on through the senior high school. If that were done, the colleges might well concentrate on furnishing leadership and facilities for the continuance of participation, or might offer something of a post-graduate nature in physical education for the students. The interscholastic and intercollegiate athletics programs might function as educational advanced courses in sports, and the intramural programs might function as intermediate-grade courses in sports for those having the interests and the abilities. At the present time, inadequate programs in the elementary and high schools make it necessary for the colleges to attempt primarily to repair the inadequacy and (often) the positive damage done by such poor programs, or else to close their eyes to reality, and attempt no real education.

This "complete physical education" to be planned for and delivered by the end of the junior high school course should be one that attempts to supply, in a balanced form, the needs, present and future, of the pupils. First, there should be a physical education for the development of the various faculties of the child as he grows and develops; that is, a physical education that will make him the best possible eight-year-old, ten-year-old . . . fifteen-year-old. This is physical education for *now* to provide for the unfolding and development of all pertinent aspects of the child, physically, mentally, socially, and as to his character and personality. Much of this program will carry over as background, as knowledge, as appreciation, and as experience—as well as learned skills. This type of program will seek the prevention of undesirable results as well as the achievement of desirable results—the kind of program to which the term "formative physical education" has been applied.[1] Second, there should then be a physical education that prepares for a program of activities to be used in the future—for those after-school years to come—and it should not be solely sports and recreation.

It is usually helpful, in planning a program, to first think through the objectives to be sought. Since this is not a paper devoted primarily to objectives, the treatment of this aspect of our discussion will have to be brief and incomplete. In listing the following items, no attempt has been made to record them in order of importance:

Activities That Are Primarily Related to the Improvement of the Functioning of the Body

There should be developed a number of desirable physical qualities, such as all-around strength enough and endurance enough (and a bit to spare) to do the work of the day, easily and effectively, to have enough for recreation and sports, and later to be able to come to the end of the day sleepy but not tired. There should be developed agility, speed, and adequate flexibility of body. These are general considerations, and some more specific ones should be pointed out.

a. During the growing period there should be sufficient dosage to stimulate the adequate growth and development of the viscera. The study by Hatai,[2] working with rats who corresponded in age to children of from seven to fourteen years of age, indicated that rats that were adequately exercised during that period developed from 20 to 30% more adequate viscera (weight of each viscus divided by body weight) than was the case with unexercised rats. The period of post-adolescence may be too

[1] How much better it would be to direct growth along desirable lines, than to permit inadequate growth and development, and then to attempt to *correct* the inadequacies in, say, the senior high school years. See Lucien Dehoux, *Gymnastique Formative-Educative*, Liege, H. Vaillant-Cormanne, S. A. 4, Place Saint Michel, 4, 1947.

[2] Shinkishi Hatai, "On the Influence of Exercise on the Growth of Organs in the Albino Rat," Anatomical Record IX (1915) 647-665.

late to achieve this development, as Hatai found that he got as complete results during the period corresponding to seven to fourteen years as he did during the period corresponding to seven to twenty-eight years of age.

b. There should be enough of hanging and arm-support gymnastics, or an equivalent, to insure adequate development of the thorax and of the upper limbs.

c. There should be a proper balance of development of strength and flexibility of the various antagonistic muscle groups to insure the possibility of good posture and of a free, easy and balanced carriage.

It is the writer's opinion, based on many years of observation, that much of this is difficult or almost impossible of achievement through a sports program alone, and that there needs to be some carefully planned gymnastics in the ideal physical education program.

Some Activities for Education

a. The development of basic individual skills. These would include the so-called racial activities, and gymnastics, swimming, dancing, etc., but correctly taught according to sound mechanical and psychological principles and not just semi-learned (frequently incorrectly) by the expose-him-to-them and trust-to-trial-and-error method. Individual skills, correctly learned, are the basis of good team skills—and indeed of all adequate future satisfying participation in sports and gymnastics programs. The author feels that in this country we are losing much of the value in throwing overboard some of the well-formulated approaches that lead to a mastery of kinesthetic control. Some good programs of this type are seen today in a number of foreign countries.

b. Team sports as media for the teaching and learning through desirable social experiences of many traits of personality and character. These experiences are, or should be, part of the educational heritage of all persons, *and should be missed by none*. They are not, however, the sole objective of physical education—as would seem to be implied in many school and playground programs.

c. Experience in and mastery of skills of many individual activities (based on the performance of the individual, even though one is on a team), such as dual and partner sports (tennis, badminton, golf, handball); of such individual activities as swimming, diving, track and field athletics, skating and bowling. Even though many of these will have little carry-over value (largely because of lack of facilities in our communities), like the team sports they have a peculiar educational value of a cultural nature. They leave a deposit on the soul, as it were, of those who participate extensively in these activities, even though it may not be possible to continue them in later life.[3]

d. Development activities, mastered and understood. This implies skill in and knowledge of ways to get and keep in good physical condition at home and elsewhere, both with and without equipment.

e. Knowledge. There needs to be inculcated knowledges of skills-fundamentals, of rules, of team sports, of techniques, and of codes of sportsmanship that lead to increased enjoyment of participation and of understandings and appreciations of physical-education and athletics activities, whether from the standpoint of participant or spectator; and knowledge of the important principles of the physiology of exercise as applied to the exercise program of the individual.

Carry Over Programs That Can and Will Function

Our American physical education programs have largely failed here, and the writer feels that unless we can solve this problem satisfactorily, we shall in large part have failed to be truly educational. The following items are suggested:

a. Sports (largely dual and partner, but some small-team sports) that can be played with existing facilities in most parts of the country. This is easier in small towns with back yards than among the cave dwellers of the large apartment houses in the cities. Examples of such sports are deck tennis, outdoor badminton, feather ball,[4] smash,[5] two-on-a-side volleyball, archery, and one-goal basketball or goal-hi.[6]

These are all activities that can be played in small spaces at home. To these should be added the more commercial types of sports, such as golf and bowling. The author feels that decades are apt to pass before there will be enough playgrounds and gymnasiums to care for the needs of all—but that if physical recreation is *decentralized* to yards all over town[7] there is some hope of its becoming more functional in the lives of more of our people.

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[3] Gulick once wrote that there was a great social gulf that separated those who took a bath every day from those who did not. Similarly, this writer feels that there is a great cultural gulf between those who have in their younger years participated fully in team and individual sports and those who have not.

[4] C. H. McCloy, "Featherball," *Junior Health, Physical Education and Recreation*, September 1949, p. 470.

[5] "Smash," 4700 Woodland Avenue, Western Springs, Illinois.

[6] See also C. H. McCloy, "Physical Education for Living," *Junior Health, Physical Education and Recreation* (January 1945).

[7] C. H. McCloy, "Recreation to Fit Small Communities," *Recreation* XLVIA (October 1953).

b. Just plain home exercise. If physical educators believe in exercise (of which there appears—from the practice of many—to be some doubt), they must realize that in the majority of homes just exercising is the most practicable way of "getting a work out." If 20% of the people of Chicago suddenly decided to engage in some regular exercise through sports, where would they go to get it? The writer feels that we should in our schools teach how to exercise at home.[8] This may consist of calisthenics, free hand, or with dumbbells, weight training, springs, rope skipping, or some other form of home exercise: but *how* to exercise at home and what *type* of exercise to use should be taught to every school child and an attempt be made to sell this type of program as a desirable one. The writer feels that the person who does not exercise in these ways *when it is not feasible to do it in any other way* is no more educated (or cultured) than the person who knows about caring for his teeth—but does not.

c. The dance. The modern or contemporary dance will make most of its educational contributions during the school years, but there are great possibilities in folk, social, and square dance, among other forms, that should be started in school. Why should there not be a nationally-chosen set of such dances that should be taught to both boys and girls in all of the schools to be used at social gatherings all over the nation—and these taught to all children before the end of the ninth grade?

d. Social games. Here we suggest party games of a vigorous type, picnic type games (volleyball, soft ball, etc.), the commercial games, such as bowling, and outing activities, such as hiking, swimming, camping, fishing, hunting, rowing, canoeing, and orienteering.[9] These again should be carefully chosen and should be taught on a national scale.

e. Activities for the handicapped, many of whom may be 80 to 90% normal in most ways.

These items all raise many questions for our philosophies of physical education to consider, and not all of them have been answered as of now. What specific skills should be taught? What is the optimum dosage of exercise at each age and for each sex? What is the best *balance* of the formal activities of gymnastics and apparatus work, of dance, of individual and team sports? What should be done about athletic competition for the elementary school and junior-high school children, both boys and girls? To what extent should we provide preventive and corrective programs, and adaptive programs for the handicapped? What about the reconditioning o normal persons[10]—those who have degenerated as a result of early physical retirement? *What* character and personality traits do we wish to emphasize? For the male? For the female? What type of knowledge? What appreciations? What can we best contribute to our local, national, and international civilization? Not until we can answer these questions satisfactorily can we prepare an ideal system of physical education for the culture (physical educational culture) of our own countrymen or for others.

Concluding Statement

What the writer hopes he has accomplished in this article is not to have outlined an ideal national program of physical education, but to have made clear that to achieve a program that may approach an ideal one, it is not enough to simply "study present trends . . .", or to concentrate (the easy way) on a program of recreational sports, which by the nature of the inadequacy of our American organization of playgrounds and gymnasiums *cannot* carry over for more than about 5 to 10% of our city population—but for a larger proportion of those in small towns—but to consider all aspects of physical-education programs, to experiment carefully, continuously and intelligently, keeping c relevant aspects of our needs in mind, and to formulate and reformulate programs locally and by states until we approximate our ideal of a complete physical education for *all* of our people. This will mean education, in the schools, of our future voters to the end that later they will lend their support to the securing of more adequate facilities for schools, for playgrounds—centralized and decentralized; and education to change attitudes towards a continuation of participation in programs of exercise and sports. It will mean that for the next two or three decades, there should be as much effort used to educate the past-school-years population as to educate those in school: only 20% of the population is in school—and at least 60% of those out of school should participate regularly in some type of program of physical activities.

It would seem to the writer that we need much continuous experimentation in the formulation o physical education programs if we are to advance and not just to continue to investigate trends towards the ineffective mediocrity of our North American physical education. In this experimenta-

[8] Morning exercise is not the same kind of exercise program as the usual school exercise program. The writer has presented some exercise programs for the morning in the following reference: C. H. McCloy, "Physical Education 'Take-Home Pay,'" *Junior Physical Education*, Vol. 52 (January-February 1955).

[9] Stig Hedenstrom and Bjorn Kjellstrom, *The Sport of Orienteering*, Silva Ltd., Toronto, Ontario, Canada. This is an excellent carry-over sport that is yearly becoming more popular in northern Europe.

[10] C. H. McCloy, "Corrective Therapy for the Normal Person," *Junior Mental and Physical Rehabilitation*, IV 21: June-July 1950.

tion we need to keep in mind balance in our programs. Just as a high school offers (and prescribes) numerous subjects general, cultural and "practical", and does not teach only English or mathematics or "secretarial science," so physical education should offer a curriculum that will provide a "liberal" physical education, and one that will lead to a well-rounded personality. It should not offer solely a program of play of a nature that (because of our present lack of facilities) ***cannot*** function in the grown-up lives of more than 5 to 10 per cent of our people.

Meeting the Reading Needs in Health Classes

Albert J. Isler

READING IS THE basic tool of learning and the most convenient way of acquiring knowledge. Health textbooks and supplementary books offer opportunities for real development in reading. The health teacher must recognize and be cognizant of the reading needs of children and give guidance to meet these needs.

Teachers know how much time and thought are spent in carefully organized basic reading instruction to provide a continuous program for building essential attitudes and skills. They know too, that when a child reads during a social studies, science, arithmetic or health lesson, that lesson becomes a reading lesson as well. Whenever children read to gain content and ideas, the teacher's goals are, or should be: personal growth through reading and, at the same time, growth in the use of reading as a learning tool.

Health Contributes

There are several ways in which health lessons may be particularly valuable in reading. When children express any of the common fallacious statements which they have heard and which they believe, there is opportunity to learn to read to verify an opinion expressed by some and refuted by others. Some of the sixth grade children stated that drinking milk and eating fish at the same meal will make one ill; others in the class did not agree.

In this case the teacher supplied several books as sources of information; some children brought library books; others brought popular cook books containing recipes combining milk and fish. They learned to note the authorship of the book, the date of publication, the exact pages and paragraph where the information was found, the specific facts involved. They learned to organize these facts and read orally the pertinent excerpts needed for the class discussion. Help was given to those who need to learn how to perform these reading tasks. The result was real satisfaction on the part of each child in learning how to verify what he hears through skillful reading. What they read was verified further through interviews with physicians and their own observations.

Word Attack

Another aspect of reading which can be taught in health is vocabulary building especially in connection with words peculiar to the health textbooks. The tendency to "slide over" difficult words was overcome by teaching children the concepts of these words along with their correct pronunciation. The concept often was developed through the use of first-hand observation and such visual aids as films, film-strips, charts, models, diagrams and pictures. There were many opportunities for word attack too. The children learned to discover new words for themselves by noting parts they already knew. The ending "itis," for example, usually means inflammation and is used in such words as tonsillitis, bronchitis and laryngitis. They learned the pronunciation of difficult phonograms through emphasis upon the clear visualization and phonetic translation of them. Children, who needed such help, were taught how to use the dictionary to discover the meanings and pronunciations of words.

Follow Directions

Learning to read to follow directions was also a frequent opportunity in these health classes. In learning first aid, for example, the pupils were taught to read to follow directions so they could learn the method of artificial respiration, of bandaging wounds or sprains, and of applying the tourniquet. They learned the necessity of accurate and careful reading and that one mistaken word might mean failure in the operation.

These are but a few examples of ways in which teachers of health classes may contribute to a well integrated program in reading.

Human Apparatus Work

Henry Meyer

ONLY RARELY does one find any gymnasium apparatus other than a few mats in an elementary school. Occasionally there are some of the traditional playground apparatus on the school yard, such as jungle gym, swings, and teeter totters. Seldom is any equipment provided that is especially beneficial to the development of large muscles of the upper trunk and abdomen, and practically none of the traditional school yard apparatus serves as a challenge or tests the courage of a youngster.

In Missoula we have devised a set of activities that can be loosely classified "human apparatus" in which a boy (or boys) serves as the obstacle, and much of what can be done on the parallel bar, horse, or buck can be done with this substitute. The exercises designed thus far are of varying degrees of difficulty, but none is in any respect unsafe if the proper precautions of spotting and the use of mats is made.

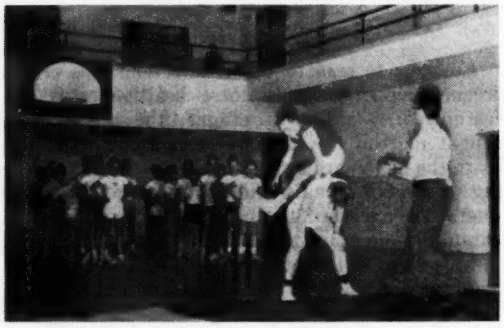
These activities serve the multiple purposes that may be derived from apparatus work, such as, coordination, timing, strengthening the muscles of the shoulder girdle, abdomen and back, teach youngsters how to "spot" each other, and are generally more challenging than the individual mat stunts and floor stunts.

Following are the activities we have found most successful and challenging:

Buck Vaulting

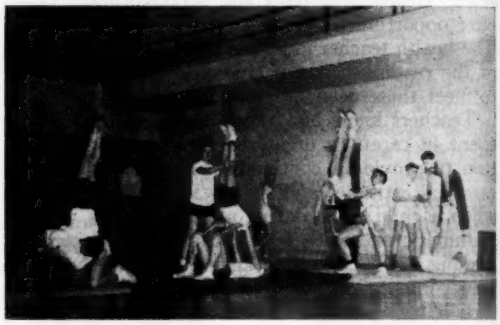
The "Buck" is simulated by a boy assuming a straddle angle stand, hands on the knees.

1. Straddle vault. Running start, double take-off, place hands on the shoulders, vault over "buck", passing legs outside the hands. Finish in squat stand.
2. Squat vault. Running start, double take-off, place hands on the shoulders, vault passing legs between the arms with knees well bent. Finish in a squat stand.



Scissors vault, buck.

3. Scissors vault. Running start, double take-off, place hands on the shoulders, cross legs before they come over the "buck" so that a half turn is executed, push off with the hands, finish facing the "buck" in a cross stand frontways, hands replaced on "buck".
4. Rear vault (left). From a stand frontways, place hands on the hips, double take-off swing both legs upward to the right, over the "buck", down on the left, to a side stand right on the left of "buck", r. hand on "buck" starting position. "Buck" should slide hands down legs and round the back.
5. Front vault right. Starting position same as for rear vault except that legs come up on right, body makes a quarter turn left, facing "apparatus". Finish in a side stand left, left hand on "buck." (Alter position of buck same as for rear vault.)



Box balance.

6. With the "buck" turned sideways, the squat vault and straddle vault can be done in addition to the "thief vault."

   Thief vault. Running start same as for above exercises but *single* takeoff, feet preceding hands, hurdling the "buck". Hands are placed on "buck" outside of legs as for a squat vault. Finish, *feet together* in a cross stand rearways.

Long Horse

Two boys assume a straddle angle stand, one behind the other. The boy in rear wraps arms tightly around hips of the boy in front, and should be somewhat lower.

1. Straddle, squat, and scissors vault are done the same as on the "buck" except that the vaulter must leap to the "neck" of the "horse" (the shoulders of the boy in front).

Straddle vault, long horse.

2. Forward roll. Running start, etc. jump to a kneeling mount on the "croup" (boy in rear). Place hands in the "saddle" (hips of the boy in front), rise to a squat stand, tuck head forward and roll over "neck" to a stand rearways.

3. Rear vault mount. From a cross stand frontways, hands on the "croup", swing both legs upward to the right to a straddle seat on the "croup". This may be used as a preliminary mount for the forward roll. Another combination to follow could be: place hands on "neck", swing up to a front support, straddle vault dismount.

Side Horse

Two boys assume a straddle angle stand facing each other, heads side by side and interlock arms. Same position as for long horse also may be assumed. It is sometimes easier for boys to maintain this position.

1. Front vault right. Running start, double take-off, place both hands on the hips of the boy on the left, vault over "horse" swinging legs to the right, body turning one quarter turn left so that front faces "horse". Finish in a side stand left sideways, left hand on the "horse". May also be done left.

2. Flank vault left. Same start as for the front vault right, hands being placed on the boy on the left, both legs swing upward to the right, left side toward apparatus, as vault is executed. Finish in a cross stand rearways. *The body does not turn in this vault.*

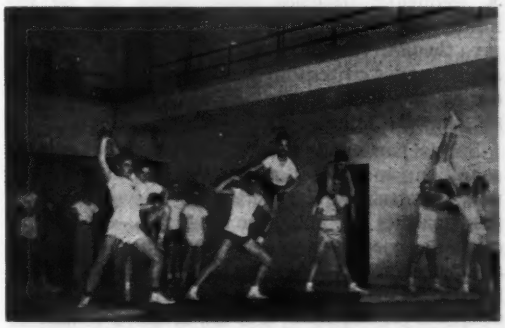
3. Rear vault left. Same start as before, but body rises to the *right,* with a quarter turn *right,* hips thoroughly flexed, legs and feet together, rear of body passes over the "horse". Right hand releases its grip momentarily while the body passes over the apparatus with the *back* turned toward it (left side leading), and then replace it on the horse. The left arm is swung sideward as the right arm "regrasps."

4. Fencer's front vault left. This is similar to the scissors jump, done with a half turn outward. Running obliquely from the right side of the "horse" single take-off from the right foot, place the left hand on the "croup" bring feet together and half turn left finish in a side stand left. This is similar to vaulting a fence with one hand, and is called a "fencer's" vault because a sword is presumably held in the right hand.

Parallel Bars

Two boys stand facing each other, arms extended shoulder high, grasp each others elbows.

1. Shoulder mount to upper arm stand. Boys number 1, 2, and 3. Number 1 does a knee-shoulder mount on number 2. Numbers 2 and 3 then come together into the "parallel" bar position. Number 1 places hands on the upper arms of number 2, lowers to an upper arm position on arms of number 3, head between "bars", and rises to an upper arm stand. Dismount by flexing hips and lowering in reverse order. Assistant should stand on side, grasp performer's belt and upper arm.



Parallel bar, four stages.

2. Chest stand. From a cross stand frontways at side of "bar", number 1 mounts to shoulders of 2 and 3 by first placing hands on heads, stepping to their thighs, thence to kneeling position on the left shoulder of 2 and the right shoulder of number 3. Then, grasp each bottom boys' near upper arm firmly, lay chest across far arms and rise to an inverted position. Lower backward to a stand.
   The chest stand may also be done on the back of a boy in a kneeling position by grasping the near arm and thigh of bottom boy.

3. Shoulder stand. Number 1 lies on back with feet raised upward. Number 2 stands astride number 1's head and boys grasp hands firmly. Number

2 leans forward and rests shoulders firmly on the soles of number 1's feet, arms are held firmly in position as number 2 rises up to a shoulder stand on the feet. Lower backward to a stand.

4. Knee shoulder stand. Number 1 assumes lying position with knees bent, arms extended forward. No. 2 places hands on knees, lowers forward to rest shoulders on No. 1's hands. Rise to a shoulder stand. Lower backward to a stand.
5. Box balance. No. 1 assumes same position as in the shoulder stand. No. 2 places one foot in each of No. 1's hands, and both hands on the soles of 1's feet. At a signal, No. 2 rises to a support on No. 1's feet as No. 2 straightens his arms and raises No. 1 to an angle stand.
6. Hand stand. No. 1 assumes a straddle stand with knees slightly bent. No. 2 places one hand on each of 1's thighs as No. 1 grasps him at the belt. As No. 2 kicks up to a hand stand, No. 1 gives him a lift at the waist and leans backward to compensate for the weight pulling forward.

These are a few of the posibilities that have been tried in the seventh and eighth grades and have been found most successful. There are probably greater possibilities in the high school grades and with practice it will be found that the boys will soon devise their own combinations. Of course, the activities must always be carefully selected and adapted to meet the needs, and abilities of the pupils. Three pupils participating as gymnast and "apparatus" while forty watch can easily be prevented. Use leaders, train "spotters" and a number of squads may be performing at once.

A Group Project

R. H. Pohndorf

IT IS SELDOM the winning coaches but most frequently, coaches whose teams are on the losing side of the "win" and "lose" ledger who say they were teaching and developing "character" and "citizenship" among the participants during the sport season. If a coach has a good season, what is he developing then?

Sports participation improves physique, organic condition, and motor efficiency. Sports also provide opportunities for personality development in the qualities of initiative, courage, self-control, courtesy, cooperation, sympathy, justice, loyalty, and perseverence. These social or citizenship qualities are an important, integral part of the outcomes of sports participation, and are attained usually in direct ratio to the quality of leadership. Coaches who fail to recognize and to foster such individual development are guilty of betraying their trust as leaders of youth. One such football coach, for instance, was told that his "program of football contributes no more to education than bull fighting does to agriculture!"

Profanity

Too often the coaching leadership fails to organize their squads beyond the "physical sense." High school coaches can occasionally rally their squads for some additional project, and the balance of the article will be devoted to discussing such a matter.

The writer, while a coach of a high school team, found that his squad used profanity frequently during practice, play, and around school. He replaced a person who used "strong" verbal expression as a matter of course, and his teams were recognized in the area for their vocal and vociferous "language."

The first year, the writer spent in incorporating a new offense and defense, as well as in getting his feet on the ground, after having come from the ranks of the Master's Degree mortar-board procession at Springfield College. Attempts were made to impress proper social conduct both in word and in deed during this "trying year." The usual lap requirements were dealt out for strong language, and on the field, in the locker room, on the gymnasium floor, and in the corridors, continual stress was placed on eliminating this condition.

The Plan

The next fall, a strong effort was made to impress upon the entire student body that the usual choice of verbal profanity was in bad taste. Since it was an overall school problem, perhaps the football squad could take the lead in doing something about it. Becoming interested, the boys investigated many suggestions made by the group, and by others outside the squad. They finally decided that printing blotters with "Ten Reasons Why I Swear" listed on them would be one way of placing specific focus on the issue. Fifteen hundred blotters were printed and each squad member donated twenty-five cents to cover the cost of the project.

Ten Reasons Why I Swear

Courtesy
Olean High School Football Squad

1. It pleases my mother so much.
2. It is a fine mark of manliness.
3. It proves I have self control.
4. It indicates how clearly my mind operates.
5. It makes my conversation so pleasing to everybody.
6. It leaves no doubt in anyone's mind as to my good breeding.
7. It impresses people that I have more than ordinary education.
8. It is an unmistakable sign of culture and refinement.
9. It makes me a very desirable personality among women and children and respectable society.
10. It is my way of honoring God who said "Thou shalt not take the name of the Lord in vain".

The Result

When the blotters were received they were distributed throughout the school. The effect was profound not only on the faculty and the student body, but strongly applauded by the parents and other townspeople.

It is generally agreed that no one can change behavior from one extreme to the other with any degree of rapidity, but that it usually is a process of gradual change. The impact resulting from a squad of football players promoting good language "manners" may, in time go beyond the concomitant learnings associated with group leadership experiences. Apparently that was the case at Olean because, working together physically as well as socially, this school produced a team whose record has not been matched or excelled in the last decade.

Every year since World War II, the squad has held a reunion, at which, on an average fifty of the squad members meet for fellowship and to promote a community sportsmanship project honoring one of their members lost in the service of his country.

Concluding Statement

What was done in Olean can be done elsewhere. Whether the project is the curbing or elimination of profanity, or solving any one of the many other problems in a school, the same technique involving group action will get results, especially if the group backs it whole-heartedly. Those in charge of athletic programs miss an excellent opportunity to make valuable contributions to the growth and education of youth by failing to take advantage of group leadership techniques and the resulting profit-sharing experiences.

Let us prepare men not only for combat on the friendly field of strife, but in addition weave into their lives some worthy ideals of service to others!

Comics Mean Business

More money is being spent for comic books annually than is spent for textbooks in all of the nation's elementary and secondary schools. So says a report by the University of California.

The survey found that a billion copies of comic books are sold each year at a total outlay of $100 million. The amount is four times the combined yearly book budgets of all public libraries in the country.

The study showed that comic books were read by 25 percent of adult high school graduates, 16 percent of adult college graduates—and 12 percent of the nation's teachers.

Research—What Values for the Health and Physical Educator?

D. B. Van Dalen

HEALTH AND PHYSICAL EDUCATION is hampered by the absence of a large body of research validated by scientific inquiry. A profession is established only by selected principles of pertinent subject matter based upon scientific facts. Yearly, the number and completeness of such studies are increasing with amazing rapidity, but physical education is still, largely, in the age of empiricism. Actually, in our field, we have just scratched the surface of thousands of unanswered problems.

Contributing to this dilemma is the prevailing concept toward experimentation by the health and physical education teacher. Research, too frequently, has been considered as an academic appendage to the instructional program; the province primarily of the "researcher" and of the intellectual elite. Nothing could be further from the truth. Research is the core of the profession—its very structural foundation. Can we call ourselves a profession and assume an attitude of indifference to this matter? Is it not the individual and collective responsibility of the members of the profession to advance the frontiers of knowledge? Is it enough to sit back and wait for the evolutionary process to bring about the necessary improvement in our field?

What Is Involved

Research is the result of several impelling forces, especially notable are: curiosity, interest, perseverance, and professional responsibility. Many members of the physical education profession avoid this complementary field because they fear the exacting requirements and techniques. Yet, what group of men and women are more naturally prepared to enjoy such work? Does not research, as defined in the dictionary, demand these same characteristics? Webster states:

> "Studious inquiry or examination; specifically, and unusually, critical and exhaustive investigation or experimentation having for its aim and discovery of new facts and their correct interpretation, the revision of accepted conclusions, theories, or laws, in the light of newly discovered facts, or practical applications of such new or revised conclusions."

Definitions, by their very nature, lack the glowing overtones that please and attract the ear and mind. However this blue print of research suggests the excitement of adventure and the thrill of exploration which can be achieved in whole or part by members of physical education who have steered away from research.

Actually, when stripped of its erudite terminology, scientific investigation is easily within the grasp of ordinary human endeavor. Research is but a frame of mind, and attitude toward change rather than mere passive "receipe-following". Research is a problem-solving method which recognizes the occurrence of a difficulty; defines the difficulty into a problem; formulates a possible solution; collects, organizes, and evaluates data; reaches conclusions; and, finally, appraises the collected data in terms of a formulated solution. Such a process is not formidable, oppressive, and intricate; but rather exciting, challenging, and concise.

Areas and Methods

The conduct of creditable research does not necessarily demand that work be done in laboratories with bundles of data, control and experimental groups, mazes and rats, and a battery of electrical calculating machines utilizing intricate mathematical processes. Any sincere person who strives to penetrate the frontiers of knowledge by collecting facts to answer through questions is a research worker. The studies may be conducted in the gymnasium, the playfield, the library, or the classroom. Any number of techniques may be substituted for statistics. Even the aesthetic production of new dance forms may be a project for research. Every conceivable area of the physical education field needs substantial study: curriculum, history, child growth and development, equipment and supplies, teacher training and selection, classification of children, achievement and social efficiency tests, methods, organization of health service, instruction, and athletics. Every alert physical education teacher has recognized the personal need for more scientific study in one or more of these areas. Isn't it a personal and professional obligation to render public solutions to these problems?

Values in a Research Program

Personnel untrained in research methods can become proficient by participating in a research program. Research proceeds at a number of different levels. Research problems may be attacked from one person up to organized group levels. Organized collaborative research is an excellent means for the neophyte to learn the introductory techniques by playing a minor role in larger research projects.

Apprenticeship training may eventually lead to becoming an independent specialist.

Organized research is the only means available to solve some of the complicated problems besetting the field. Many workers are necessary for effective progress, makes work easier, and it is a more effective approach to our larger problems. Those who conduct research in an organized manner are frequently interested in practical rather than theoretical considerations. To bring to fruition a vast coordinated program of investigations, the help of all is urgent to partake in specific areas of work. There is a place for you on one of these levels. You will be surprised to learn how fascinating it is to be a part of a research program.

Personal satisfaction is one of the priceless spiritual rewards of the scientific investigator. His work not only achieves personal values but also makes a contribution to fellow faculty members, pupils associated with the instructor, and the community. A sense of personal pride rewards the research worker when he has played a part in the establishment of a new fact or a procedure. Everyone admires such a person. These resulting gratifications and rewards spur you on to greater projects. It is unfortunate that so many health and physical education teachers avoid this area of their studies which is capable of contributing so much to creating confidence, inspiration, and general sense of achieving. This award is awaiting the teachers of the profession if they avail themselves of the existing opportunities.

Research is not spiritless grubbing and boring drudgery, but rather a dynamic force capable of revitalizing the teacher, supplying the "light, fuel, and power" for the continual regeneration of his energies. New motives, new interests, new enthusiasms are continually created. Nothing succeeds like success.

Professional growth is the consummation of continual reevaluation of one's past thinking. Research techniques naturally demand the continual operation of such a process. Recognizing a problem; formulating a plan for solution; collecting, analyzing, and systematizing data repeatedly jars entrenched ideas and attitudes. The historical analysis of work related to the problem requires intense scrutiny of considerable literature. These readings build up a body of invaluable information for the participant in scientific procedures. Persistent, continuous, and systematic reasoning increases and refines his knowledge as well as sharpening his critical evaluation of materials.

Reflective thinking necessary for the interpretation of these readings often necessitates reorganization of thought. Old ideas are shelved, new ideas result from a participation in a research problem. Critical and controlled thinking is the distinguishing characteristic of the research worker. The wholesome satisfaction of personal growth and worthy social contribution is his reward. Mental inflexibility and professional boredom never cripple his potential capacity merely creating another teaching automaton. Participation in research is an indispensable aid for the teacher who desires to be competent.

Experience in research tends to improve the quality of instruction. As a result of instructional research, superior teaching results in both controlled and experimental groups. Experimentation brings challenges and interests which in turn make for better teaching. Ordinarily a productive scholar makes an inspiring teacher. Research work does not guarantee good teaching and perhaps many superior educators have never engaged in scientific investigations, but other things being equal, the individual who possesses research skills in addition to other teaching qualifications should make a very worthy teaching contribution. The instructor with a vibrant personality can effectively transfer knowledge collected by previous authorities, but there is always the danger of such instruction degenerating into merely an accepted body of knowledge.

Students in contact with the research worker, who has experienced in searching for truth and producing knowledge, are sharply stimulated by the critical frame of mind of the scientific investigator. Visualizing knowledge as a dynamic process rather than a scholastic exercise, generates greater interest in teaching. There can be no doubt concerning the stimulating influence the research worker brings to the classroom or conference. Sparks of his zeal tend to raise the professional standards of the whole faculty or meeting. A good research worker never succumbs to teaching senility, that degenerative disease that destroys the professional enthusiasm of individuals and is nourished by dull, routine, inefficient instructional practices. Good research projects should be the heart and soul of every instructional program for they provide the necessary "vitamins" to stimulate superior teaching.

Familiarity with some research techniques, help the modern educator to remain professionally literate. Inability to comprehend the ever increasing mass of information promulgated in current articles means that he is unable to interpret the advances in his field and related areas. As health and physical educators, one should be able to read these studies critically and make applications to his teaching situations. The professional individual should possess sufficient knowledge of scientific methods and techniques to be able to evaluate his teaching in terms of the latest scientific evidence.

Participation in research is an invaluable means of learning to distinguish the fundamental from

the superficial, the sound from the unsound practices and literature. One cannot experience the greatest satisfaction from his job if he has placed a professional ceiling on his growth by refusing to develop skills in using research tools and knowledge of scientific techniques which will keep him in contact with the work and progress being made in physical education.

Economic betterment frequently is the reward of the teacher who participates in scientific investigation. Educational systems sometimes offer monetary awards for the completion of an investigation. Salary increases over and above the regular wage schedule are determined by the teacher's professional interest in education problems. An employee engaging in research work provides tangible evidence of his right for consideration for such awards. The ability to organize, analyze and interpret scientific inquiry into actual school practices is justification for promotion to supervisory and administrative positions. In studying the qualifications of a prospective employee, a record of research work in the teacher's application blank, has "sales appeal" because it not only indicates specialized skills but demonstrates genuine professional interest.

Institutions of higher learning frequently have requirements for advanced degrees demanding the completion of research problems. By discovering a problem within his own school system, the teacher can frequently make a practical contribution to his own community, improve his own teaching and secure the higher degree he desires. Appropriate professional recognition and commensurate monetary rewards usually result from such diligent efforts.

The Challenge

Participation in research, whether on a personal or group level, holds many values for the teacher. Is it foolish to close one's eyes to a source of inspiration and gratification? The path of research is the road to new horizons, enjoyments, and promises. Take out your "compass." Get out your "map." Plot your course as a professional person!

A Service Program with Student Participation

George R. Wells

FOR A NUMBER OF YEARS physical educators have realized the importance of bringing every student, not just a few, into the planning of that type of physical education program which would serve the best interests of the individual. Attendance at the National Convention in New York City made us aware again of this desirable objective but perhaps left many wondering just how it can be accomplished. Therefore, we suggest two plans which may be used.

At Houghton College, a New York State liberal arts college of 600 students, a one-year general service course is required of all. One academic hour is granted each semester. The classes, which meet twice a week for a fifty-minutes period, range from twenty to thirty students each in both the men and women's sections. For each hour credit, three clock hours of work a week are expected, the third being outside work.

A Project

The hour available for outside work is utilized in developing appreciations in the field of health, physical education and recreation, familiarity with some of the great American sports, and preparation for after-college life. During the first five weeks of the second semester each student taking the general course must plan for himslf a project directly focused on his after-college life. This may relate to his professional career, or his leisure time or avocational interests. The project must be carried out in the field of health, physical education and recreation as it relates to the individual's future life. For the 400 students who have completed this assignment, a relationship has been found between this field and their future.

When the student has his project in mind, he signs for an appointment with the instructor who may approve or disapprove of the project and if approval is granted suggest source material and facilities available for carrying it out. Those entailing the development of physical skills as a primary objective are not permitted. Some typical projects have been:

1. The study of the organization of recreation as related to schools (done by prospective teachers), to churches (by ministerial students), and other areas of professional or avocational interest.
2. The part an elementary school teacher plays in physical education.
3. Recreation for the physically handicapped (and other groups of specific interest to medical students).
4. Comparison of foreign and American games with possible adaptations for either.
5. Recreation for church or independent camps.
6. Research on recreational planning and conducting a recreational program for the district school in this vicinity. (Generally two or three recess periods per student—done by prospective elementary teachers.)

This is not an exhaustive list, but it may serve as suggestive. Some carry out projects in areas of health and hygiene, including first aid.

Evaluation

In order to evaluate the project, a method of reporting is necessary. The form, which is left to the student, is one most appropriate to the project. Some students come in for a two or three-minute oral report; some turn in their notes; others write a formal report or organize a written plan. If it appears that the prescribed time has been profitably used, full credit is given. Since there is such a wide selection of projects, evaluation by other means seems extremely difficult, if not impossible.

Values

The values of such an assignment are numerous. To mention only a few: students become aware of the personal value of the course. It helps to develop responsibility and encourage original thinking. It causes serious reflection on future careers and evokes some crystalization of thought while the student is still in the first years of college. Any impetus toward such decision is of particular worth, for many students are vague as to future aspirations and basic planning for life.

The teacher comes to know the students, their plans, and many times their problems. Therefore, he is better able to help them make their adjustment to college and to life. In some instances personality or spiritual problems come to light and proper referral can be made before those problems become serious. Both the students who have engaged in the project and the faculty have felt it to be worth-while though time consuming.

Another Plan

A second plan used and found to be very profitable is one designed to develop skills. The sixteen-week semester is divided into four four-week units. During each four-week period several activities are offered, from which a student may choose the one in which he wishes to participate. If the activity chosen comes at other than his regular class hour, he is excused from his class to meet with the chosen unit. Conflict in schedule may limit the student's choice. There may be some selection, however, during his regular class hour. When adequate staff are available, several activities may be carried on within one class period.

Two of the four unit periods are required in the first semester and one is required in the second. These periods are used for participation in the activities felt to be needful for all students. Required units include field hockey, football, basketball and close order drill. Those students who are non-swimmers must take swimming as an elective unit until they have passed a prescribed beginner's test. Other units offered on an elective basis are tennis, paddle tennis, archery, volleyball, gymnastics, swimming—intermediate and advanced, track, softball, badminton, deck tennis, horse shoes and low organization games. Other activities might be included as facilities and instructors are available.

Evaluation

It may be suggested that students will select activities in which they are proficient. Experience, however, has not fully supported this idea, for many are anxious to learn new activities, especially those for one or two participants useable after graduation from college. This plan gives opportunity for classes of men and women which are of real value to many who lack proper social graces.

The two plans described above have made a desirable contribution to Houghton College physical education service program, as shown by student interest in class, student participation in activities during free time, and student comments upon completion of the course. These plans for student participation in planning and programming should serve as encouragement for future experimentation in the field of health, physical education, and recreation.

Some Chuckles

"Blessed are those that go around in circles, for they shall be called Big Wheels."

—*News Caster.*

One good way to save face is to keep the lower half of it shut.

—*The Kernel.*

Women are the sex that believes that if you charge it, it's not spending, and if you add a cherry to it, it's not intoxicating.

—*Kreolite News.*

People who live beyond their means should act their wage.

—Re-Saw

A Cooperative Venture in Camp Counselor Training

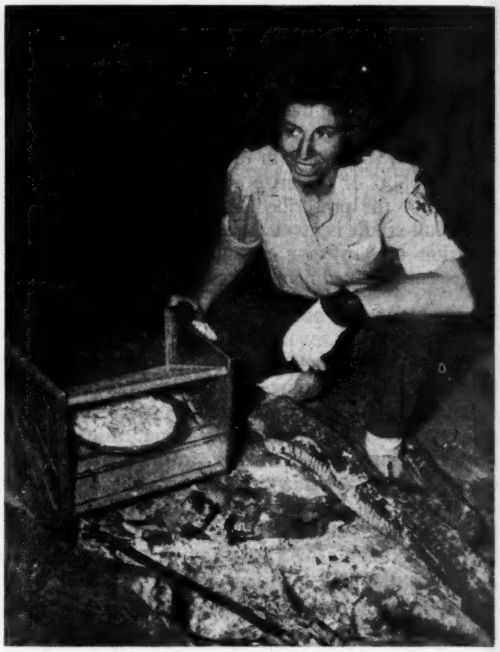
Karl C. H. Oermann

DURING THE PAST ten-year period, a phenomenal growth has taken place in the number of camping courses offered by colleges and universities. This significant fact calls attention to the unhappy finding that many of these institutions are unable to teach courses in an actual camp environment. The University of Pittsburgh has been able to teach its camp counselor training course in a camp setting known as Camp Pitt only because of a cooperative endeavor on the part of many agencies and individuals. Since the teaching of camping courses on the campus, at best, offers only limited facilities for training, it seems worthwhile to tell the story of how Camp Pitt functions in anticipation that other institutions may be encouraged to explore the possibility of following a similar pattern.

Camp Pitt was established in 1937 for the purpose of training individuals in the techniques and philosophy of camp counseling. A new concept of the importance of camping in the education of youth has created a demand for trained leadership, and this course is designed to help meet the need for counselor personnel. It has been developed through several years of experimentation and with help and advice of camping experts who have studied the basic training needs of camp counselors.

The Plan

The course is organized into two parts. One part emphasizes the teaching of skills usually associated with the camp program, such as nature recreation, campcraft, handcraft, camp music and camp aquatics. The other phase of the course deals with the principles and philosophy of camping and with the integrating of the various skills into a sound camp program. Outstanding leaders in the field of camping are invited to participate in the discussion of such topics as counselor qualifications, modern trends in camping, camper-counselor relationships, the role of the American Camping Association, camping in the public schools, and camp administration. For many years the Carnegie Institute, the Pennsylvania Camping Association, the Pennsylvania Game Commission, the Pennsylvania Department of Forests and Waters, the Pittsburgh Health and Welfare Federation, the Young Men's Christian Association, the Allegheny Council of Boy Scouts of America, the American Red Cross and the Pittsburgh Bureau of Parks and Recreation have provided outstanding guest lectures and valuable teaching aids. A carefully selected motion picture program is offered twice each week on such topics as conservation, school camping, orienteering, wildlife wonders, and various camping skills.



Baking, using reflector oven.

Students at Camp Pitt spend an average of six to seven hours each day in class work, Monday through Saturday. Several hundred volumes are transported from the main University library to camp site in order to provide ample reading resource material. Classes are scheduled from 8:30 a. m. to 10:30 a. m. and from 10:45 a. m. to 11:45 a. m. during the morning. One afternoon period is held from 2:00 p. m. to 4:00 p. m., and one evening period from 7:30 p. m. to 9:00 or 10:00 p. m., depending upon the type of program. For many years the evening period has traditionally featured a square dance on Friday and a campfire on Saturday. The program for these two events is usually arranged by the campers with guidance provided by the staff.

A camp visitation program is conducted during the second week of the course which calls for the cooperation of many agencies, directors and owners. Among the types of camps visited are Girl Scout, Y.M.C.A., private camp, Y.W.C.A., and a church camp. Students are given an evaluation form prior to the visitation, in order that they will be alert in their observation of such features as physical plant, health and sanitary facilities, administrative policies, staff and program.

The Location

Prior to World War II, Camp Pitt was located on a site owned by the Federal Government and known as the Laurel Ridge Recreation Demonstration Area. Travel restrictions during the war and the fact that Camp Pitt only operated on a three-week basis, made it difficult to retain the option which the University of Pittsburgh had on this site. During the postwar period 1948-53, Camp Pitt has been located at the Hubbard Reservation, which is owned by the Allegheny Council of Boy Scouts of America. This beautiful 173-acre camp — located only fifteen miles from the main University campus —offers every facility for camping and recreation. It lies adjacent to several thousand acres of land known as Allegheny County North Park. The Hubbard Reservation provides a modern administration building which houses the dining hall, library, handcraft shop, recreation center, and sleeping quarters for women, a sleeping cabin for men, a swimming pool, adequate woodland for hiking and nature study, and many areas for outdoor cooking, shelter building and other campcraft activities. These facilities are used by Camp Pitt during the month of June before the Boy Scout camping program begins and, therefore, they are made available to the University of Pittsburgh without charge. A nominal food and lodging fee of $40 per camper for the three-week period is paid to the Allegheny Council of Boy Scouts. In return, the Hubbard Reservation staff assumes complete responsibility for purchasing, preparing and serving the food to those attending Camp Pitt.

The Allegheny County Commissioners, through the Director of County Parks, have always granted permission to use North Park lake for boating and canoeing and also reserve fifteen rowboats for the use of Camp Pitt students. In addition, the full facilities of the park are made available for hiking and overnight camping. The Pittsburgh Chapter of the American Red Cross and the Allegheny Council of Boy Scouts each make available six to eight canoes which are stored in the North Park boathouse during the period Camp Pitt is in session. The Red Cross also provides boating, canoeing and lifesaving training aids as well as teaching specialists upon request.

The Future

In a recent survey it was conservatively estimated that more than 12,000 organizational, public and private camps are now in operation. Even more important is the fact that American education is now on the threshold of recognizing this new medium for the attainment of its objectives. More than 175 school systems have endorsed camping experience for children as part of the regular school curriculum, and many more include field trips, day camping and a variety of other outdoor education activities. More and more the insight that camp has a specific function in the cycle of good education is growing, and the time is not too distant when every school will seek to provide a camping or camplike experience. It is hoped that Camp Pitt, through its training course, will be able to provide some of the leadership which will enable this new educational force to develop into its most effective and acceptable pattern.

A trip over the Nature Trail.

Should Your Handicapped Child Participate in Physical Education?

George T. Stafford

MOST PEOPLE WILL AGREE that every child should have a chance to get an education for more complete living. Parents and teachers are continually working toward this goal. "Better Schools Make for Better Communities" is a popular slogan. In recent years we have recognized that the handicapped child in our school population needs special education. Much is being done to provide them with opportunities to receive the maximum benefits from their educational experiences.

Early Attention

There is a definite trend toward starting the formal education of the child with a handicap long before he reaches the legal school age. Much of his pre-school learning has to do with physical skills, which are acquired through physical activities. The hard-of-hearing and the deaf child are getting help very early in the formation of correct language patterns. It is recognized that the young child with an orthopedic handicap needs early attention to prevent the forming of contractures and other deformities as well as poor muscular coordinations. The development of undesirable behavior patterns can be avoided by guiding the child in physical education activities which are within the range of his capacities.

Objective tests are given to help in determining the child's needs and aptitudes. These tests are then used to develop his school program. School buildings, with special facilities and equipment, have been constructed to ease the burdens of the handicapped child. Elevators and ramps for the orthopedic and cardiac cripples, special lighting in rooms for those with visual impairments, and acoustically-treated rooms for the hard-of-hearing, are some of the newer phases of modern school buildings designed to meet the needs of the handicapped.

The size of classes has been reduced to allow for individual instruction. Classes for the deaf and blind are often limited to six or eight children. Rooms for the mentally retarded may contain as few as fifteen children. Special teachers are being educated to take care of the handicapped. School districts which provide special education for handicapped children may be reimbursed by the state for expenditures over and above normal costs of education of the average child. Special techniques have been developed to give the child every possible opportunity to learn to talk, see, hear and walk—in spite of his impairment. These features of special education are based on the premise that an effective program of education must embrace the "whole child." Should physical education be a part of the education program for the child with a handicap?

The Place of Physical Education

Some schools provide qualified physical education teachers and a program of physical education adapted to meet the physical, social and emotional needs of the handicapped. However, many schools fail to offer these children the benefits of physical education. Is the child sent to study hall or to the library when his classmates are taking physical education? Or is he the scorer or timekeeper for the other children? If he was given his choice of either playing in the game or keeping score, which would he choose?

There must be some way of allowing the child with a handicap to take part in the play activities of his classmates. If he is not permitted to exercise his muscles, they become flabby and weak. If he is denied the chance to enter into the play activities of his own age group, he may become an outsider, a rather lonely figure who goes off by himself—he may become a discipline or behavior problem. Only when a child with a handicap has the opportunity to participate in physical activities which help to improve his muscular development, body control and physical fitness can we say that education is giving him what he wants and needs.

The handicapped child has the right to:

- As vigorous a body as human skill can give.
- An education adapted to his handicap and remaining abilities.
- An understanding of the nature of his handicap and its limiting factors.
- Grow up in a world which does not set him apart for ridicule or pity.
- A life in which his handicap casts the shortest possible shadow, a life filled with things which make life worth living: comradeship, love, laughter, tears, joy, and recreation.

A Survey

To answer the question of whether schools are providing physical education for these children, the writer recently spent six months studying many school systems throughout the United States. He discovered that there is a growing awareness that "something should be done." Parents and teachers are "talking" about the need for a program that would develop the "whole child." And some schools are providing well-balanced programs under the direction of qualified personnel.

However, too many handicapped children are excused from physical education or given some questionable substitute for activity. One teacher explained (seriously, too!) that "typing" for her post-polio junior high school students was their physical education program. In another school the principal with a special room for cardiac children would not permit her heart cases to use the school playground equipment. She explained that heart cases are excused from physical education. What do you think those children were doing during the noon hour? They were having a good time using the equipment with all the other children! But the sad part was that there was no supervision of their activities, because this was "free play" time.

What Is Needed

A program of physical education adapted to the interests and needs of children with handicaps, *prescribed by their physicians* and supervised by a qualified physical education teacher, could have provided those children with safe activities. The physician, with his knowledge of the child's limitations, can indicate activities in which the child must not participate. He can also recommend those activities in which the child can safely participate. The child (and his parents) needs guidance in understanding what is safe for him and what are his handicap's limiting factors. When he begins to feel tired he must know that he should drop out of the activity. He should be given ample opportunities to develop his physical skills in those activities which are participated in by his classmates and which are within his physical limitations. By so doing he feels that he is really getting something out of school; he feels that he is one of the gang.

What happens to the child when he is denied the opportunity to take part in a physical education program which will improve his general physical condition and help him to develop his motor skills? *Where* and *how* will he learn the correct way to throw and catch a ball, to hit a target, to learn rhythmic activities and simple dance steps? These skills must be taught. It is much more difficult to unlearn incorrect skills than to learn new skills. (Ask most adult golfers!) A qualified teacher knows when the child is ready to learn best those skills which are necessary for participation in activities suitable to his capacity. She knows the proper steps to take in teaching those skills.

Values

When a child takes part in the physical education program he is given numerous chances to learn how to get along with other children. He can learn to share, to cooperate, and to be a good team member. The child with a handicap wants to be like other children; he wants to do what other children are doing. He knows that they take physical education as well as spelling, arithmetic and other school subjects. Even though he is labelled as handicapped, he has the same interests, needs and desires as they have. In fact, his needs are often greater, due to the restrictions of his handicap or because of the restrictions placed upon him by those who fear that "exercise" might aggravate his impairment. We must recognize the fact that being able to do things physically is often of more importance, for the child with a handicap, than are his academic accomplishments—if he is to be accepted by his group. This acceptance gives him the feeling that he is wanted, that he is needed, and that he belongs.

Difficulties

In some of the smaller schools it is common practice to send all of the children out of school for recess and free play. Unsupervised, unplanned play activities are often dangerous — especially for the handicapped. The more robust children monopolize the play space and equipment. Those who most need the chance to play are usually relegated to the sidelines. In many schools, physical education classes are too large to permit the teacher to offer anything resembling a good program. Overcrowded classes make it impossible for her to take care of the children's individual needs and differences. The teacher may spend most of her time maintaining discipline.

Fortunately, current educational practices lean toward the scheduling of small "corrective physical education" classes. In these classes each child is given individual attention; he does special exercises and plays games which have been prescribed by his physician to meet his individual needs. The maximum benefits from physical education will be derived when the cerebral palsy, post-polio, cardiac, epileptic, muscular dystrophy, and children who are convalescing from recent operations or illnesses and other conditions, are assigned to an adapted physical education class. Here their activities can be modified and specifically prescribed to meet their particular needs.

Some Suggestions

Many *cerebral palsy* children can be taught to throw and catch a large, light ball. Skills of this type, using the large muscles of his body, help him to coordinate better his arm and hand movements. He will use these fundamental skills in his every-day activities of eating, dressing and other essential hand manipulations. He is doing the physical things which other children are doing and at the same time he is having fun. When he takes part in marching, singing games, and other rhythmic activities, he is also learning how to play with other children as well as developing his coordination skills.

The *post-polio* child with an arm disability can often take part in walking, running and jumping activities. He also needs muscle-strengthening exercises for his arms. As his arm strength increases he can learn the skills needed for throwing darts, playing shuffleboard and volleyball and shooting baskets. If the leg is the affected part, special exercises will be prescribed to help him re-educate and strengthen his leg muscles. Swimming is an ideal activity for both arm and leg disabilities. It provides recreational as well as physical benefits.

Children with *speech defects* receive considerable help from singing games, marching and other rhythmical activities. Being one of the three fairies in the story which the children are acting out, often causes the child to put his speech exercises into meaningful practice. The *mentally retarded* child needs, in addition to the physical benefits of exercise, the social experiences which grow out of games and competitive activities. Many slow learners do very well in athletics. Their success in these activities often gives them the necessary encouragement to put greater effort into their academic work.

Any handicapped child who is able to attend school can benefit by participating in an adapted program of physical education. It is desirable that *muscular dystrophy* cases take physical education to maintain their muscle strength and body coordinations. While participating in these large-muscle activities, their association with their classmates tends to build their morale. Participation should be encouraged as long as their condition permits. The *epileptic* can enter into most of the physical activities of the physical education program, with the exception of body-contact sports; some may take swimming, but under close supervision. It is imperative that the epileptic be under the care of a physician. Proper medication can do much to control seizures. It is also essential that the child learns what activities he must avoid as well as those in which he can safely participate. The *blind child* is usually restricted to a narrow range of action. Social dancing and other activities which allow him to move about with safety are much sought by the blind. Running and dancing help to overcome one of his greatest frustrations—restraint of movement.

The *gifted child* may be truly handicapped in that he is quite different from the average child. Being successful in the academic field, he is liable to spend more time in sedentary pursuits than other children. When he enters into their physical activities he may find that he is not immediately successful; he may compare unfavorably with the average child. Because he is accustomed to succeed very quickly in the classroom, he may give up before he has learned the motor skills needed for success on the playground.

He often fails to experience the desirable social contacts with his classmates. As one mother remarked, "He loves to read; I can't get him to go out and play with other boys and girls." This child needs activities of a physical nature. He needs to develop his throwing, catching, running, jumping, and other basic physical skills. He needs these skills if he is to achieve success in the play activities of his schoolmates.

How to Begin

Parents must realize that many children use their handicaps as crutches for further favors; many parents actually nourish a parasite. They tend to shield and over-protect their offspring from normal childhod experiences which are within the range of the child's capacity. If your school does not provide a physical education program for handicapped children you should assume the responsibility for initiating such a program. Parent Institute groups, the State Commission for Handicapped Children, the Department of Public Welfare, the Superintendent of Public Instruction, and forward-looking citizens in the community are some of the resources which can help in developing such a program.

Handicapped children must live in communities with normal children; they must learn to take their places among other children, without any suggestion of being granted special dispensations. The handicapped child does not ask for favors, he asks only for an opportunity. Special education can give him this opportunity; it can guide him in accepting as his philosophy:

> "God grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the vision to know the difference."

This type of education may cost from two to five times as much as that for the average child, but it is a matter of economy in the long run. The community is developing independent citizens, rather than spending much more money on institutional care of its neglected children.

The answer to the question, *"Should the child with a handicap participate in physical education?"* raises the question, *"Can we afford to deny the child the physical, social, and emotional benefits of a program of physical education adapted to his interests, needs, and capacity?"* An education adapted to the child with a handicap needs the contribution of all facets of education—including physical education.

People can be placed in three classes:

1. The few who make things happen.
2. The many who watch things happen.
3. The overwhelming majority who have no idea what has happened.

(author unknown)

A Method for Analyzing Physical Skills

Ralph L. Wickstrom

SKILL ANALYSIS is an important aspect of teaching in physical education. A brief examination of the role of analysis in teaching provides some insight into its real value. There are at least eight salient reasons why skill analysis is important:

1. To gain a thorough knowledge of the correct form for performing the skill.
2. To uncover possible courses of difficulty in performance.
3. To understand the mechanical principles upon which the skill is based.
4. To aid in preparing an effective demonstration.
5. To provide information helpful in selecting a method of presentation.
6. To establish the degree of difficulty of the skill for inclusion in a teaching sequence.
7. To aid in dealing with the problem of motivation in connection with teaching the skill.
8. To stimulate research in unknown aspects of physical skills.

There are two interrelated types of skill analysis to be considered: (1) analysis of the skill which is made preparatory to teaching it and (2) analysis of performance to ascertain errors and offer suggestions for correcting them. The first type is more important because it facilitates presentation and provides an excellent background for analysis of performance. Correction of errors in performance is based upon a thorough knowledge of the skill. A thorough analysis of a skill enables the instructor to answer any reasonable question regarding that skill and helps his self-confidence.

The following are suggested steps which will aid the instructor in his analysis of a skill for teaching:

Determine the exact skill to be taught. A given skill may have variations and to simplify the analysis it is necessary to define, clearly, the specific skill that is to be presented. The forehand stroke in tennis, for example, is a basic stroke but the correct form is somewhat different when hitting an underspin or a topspin or a straight ball is the objective. An understanding of why a particular skill has been chosen to be taught is a helpful prerequisite. When more than one variation is possible the teacher must be able to justify his selection.

Determine what is the correct form in performing the skill. A weakness in many instructors is that they call upon their own experiences exclusively as the only source for determining correct form. Inexpert observation causes many misconceptions about correct form in skill performance with resulting, confused teaching. Objective evaluation and directed attention are essential when observation is made. Textbooks written by *experts,* slow motion films, sequence pictures and directed observation should provide adequate resource material. Though there are discrepancies in the description of skills, an intelligent evaluation should enable one to determine which is the accurate description.

Break the skill into parts in sequence. This procedure sets the sequence of movement based upon the description. Although there is some overlapping of the second step, this is important from the standpoint of methodology. In order to select a method for teaching a skill, it is necessary to determine whether the skill can be broken into logical parts. Analysis of the front sommersault would reveal that it could only be presented by the whole method. A basic golf swing could be presented according to a part method or a whole-part method.

Determine which mechanical principles are applicable to the skill. This will answer the question of "why" each move is performed. Techniques for teaching the mechanics can then be chosen. Also the relationship between the parts can be established. It is at this point in the analysis that some insight may be gained into the possible sources for error in performance. Again, this step may be valuable in selecting a method of presentation.

Synthesize. Redescribe the skill in terms that they may be used in teaching it. This step should utilize the knowledge gained as a result of the first four steps in the analysis. It is a simple description devoid of verboseness and complicated explanations. Only essential information need be given.

The approach to analysis just presented included a consideration of the obvious as well as the obscure phases of the skill. Although this procedure is basic and time consuming in some instances, it reaps benefits in teaching efficiency. The approach leads to more calculated teaching because it enables the instructor to possess a more comprehensive knowledge of the skill.

Facility in analyzing is increased with experience. Practice in analyzing skills, recognition of transferred skills and increased ability to envision a whole skill help the individual teacher establish a personal pattern for analyzing skills and activities.

There is no one *best* method for analyzing skills. The point to be emphasized is that the instructor should be encouraged to utilize the techniques of analysis to increase his teaching efficiency.

A Review of Psychomotor Studies Relating to Physical Education

William R. Pierson

A FERTILE AREA for research in the study of individual differences is that of psychomotor activities. Such activities are those which utilize both mental and muscular processes and are operative in any stimulus-response or motor skill situation. As so defined they are of fundamental concern to physical educators. It is the purpose of this article to review certain noteworthy psychomotor studies which appear to be of some significance to physical education.

Reaction Time

In 1937 Friedman compared what he termed "reaction time" and the Cozens Indoor Wet Weather Test, Battery No. 12. The subjects were 191 male students from undergraduate classes of New York University. He found their mean "reaction time" of 1.632 seconds gave a correlation coefficient of 0.409 when compared to the Cozens test, indicating a low positive relationship between "reaction time" and general athletic ability. Friedman concluded that the reaction time test, in the form used, was not a highly reliable index of general athletic ability. (2;16) That the tests were separated by quite a long period might be responsible for some of the low correlation was a possibility advanced. What Friedman termed "reaction time" is in reality a complex movement-reaction because the subject responded to the stimulus by arising from a back prone position and striking a telegraph key placed shoulder high on the wall.

Quickness

Keller devised an apparatus which measured the speed of the combined action of one arm, one leg, and the trunk to the right, left, or front of the subject. The direction of the response depended upon an illuminated stimulus arrow controlled by the experimenter. Thirty-six movements were recorded for each subject, in eighteen of which the direction of response was known to the subject beforehand. A total of twelve movements were made in each of the three directions and the mean of the thirty-six was the figure considered as representing the "quickness of bodily movement." The subjects were 515 University of Minnesota men and 240 high school men; 259 of the total were athletes (letter winners in baseball, basketball, football, gymnastics, swimming, track, or wrestling), and 277 non-athletes.

The athletes as a group scored significantly better than the nonathletes in all phases. Keller concluded that "There seems little doubt that 'quickness of bodily movement' or 'total body reaction time' is definitely related to success in athletics." (5;60) When the direction of response is known to the subject beforehand reaction plus execution can be measured but when the direction of response is not known what is measured is no longer movement-reaction but *choice* movement-reaction. This latter not only involves the added factor of choice but, by influencing the nature of the preparatory set, may change a muscular response to one which is sensory-directed. (12;60) From the study it cannot be determined if movement or reaction are discriminatory when tested separately.

Weight and Charge

At Stanford University, Miles (7) experimented with eighty-seven football players, fifty-three of whom were on the varsity squad, in an attempt to determine the relationship between weight and the speed of "charge." Measuring eight men at a time he found the average charging time of the varsity squad to be 0.381 second and that of the total group 0.381 second. The coefficient for weight with charging time was 0.22 ± 0.09, which gives some slight evidence that the heavier a player the slower he gets into action.

Speed

In an effort to isolate and identify the various factors which influence the speed of muscular movement, Rarick statistically analyzed sixteen athletic and six physiological items of fifty-one varsity athletes and physical education students. He identified six factors: (1) general strength, (2) velocity, or speed of movement, (3) height, (4) arm strength, (5) deadweight, or that part of weight which is not included in the active musculature of the body, and (6) muscle latency.

The conclusions were that strength contributes little, if anything, to speed of performance when present in quantities greater than a certain minimum; the velocity factor appears to be the chief limitation to man's speed; height is quite an important factor in adding distance in events which depend on rapid extension of the arm such as shot putting; dead weight seems to act as an opposing force to speed of muscular movement; and muscle latency response seems to exert no significant influence on the speed of movements. "The results of this study indicate that normal individuals with a high degree of motor ability or skill and an average amount of strength cannot increase their speed of muscular performance to any appreciable extent." (9;104)

Coordination

Henry measured sixty college men in a ball snatch coordination movement of eleven inches by means of an apparatus employing two chronoscopes which fractioned total performance into reaction time and movement time. Another group of forty-three men were similarly measured on a treadle press. The reaction and movement functions were found to be independent and uncorrelated ($r = -0.07$ and 0.003 for the within-sample correlation for the first experiment and $r = 0.15$ and 0.10 in the second), indicating that "There was no correlation between reaction time and speed of movement—the two functions must therefore be considered as independent and unrelated." (3;51)

Because of apparent differences in the findings of Henry and the earlier investigators (10;109), Slater-Hammel measured twenty-five physical education majors in reaction time and speed of arm movement over an arc of 120 degrees. He found that the method of termination of a discrete movement has no pronounced effect upon the relationship between reaction time and speed of movement and that there is no apparent relationship between the two. However, Slater-Hammel differed from Henry in the interpretation of the results. "The results of this study are interpreted as simply indicating that measurement of reaction time cannot readily be used to predict speed of movement." (10;113)

Relationships

Pierson (8) measured twenty-five fencers and twenty-five nonfencers in ten varied psychomotor and eight anthropometric items. After a statistical analysis of the data he concluded that

> (1) Fencers are significantly faster than nonfencers in those measures which involve movement of the arm; (2) the differences between fencers and nonfencers become less pronounced as other factors are added to movement; (3) fencers and nonfencers do not differ in simple reaction or discriminatory reaction when such is measured by pressing a telegraph key; (4) fencers are no more endowed with "athletic intelligence," as measured by the McCloy "blocks test," than are nonfencers; (5) neither group differed from the general population in space perception (S_1) as measured by the SRA Primary Mental Abilities Test; (6) there is no correlation between speed of arm movement and reaction, speed of arm movement and arm length, or reaction and arm length; and (7) there are no significant differences in the height, weight, arm span, chest width, or hand width of fencers and nonfencers.

Although speed of movement was the only item of those measured which proved to be discriminatory, a significant difference in variance was demonstrated in reaction and *discrimination and choice* reaction; in both instances it was the fencer group which varied least from the mean. Whether speed of movement was selective for fencers or was acquired through participation in the sport was not discussed in the study.

Determinants

Jarnoff, Beck, and Child (4) experimented with fifty-one sophomore men at Yale University who had been somatotyped as freshmen. They were tested as to resistance to pain and as to reaction time in several modalities, particularly visual and auditory discrimination. The conclusion was that somatotype is not a very good determinant of those measures of reaction time and resistance to pain used.

Judgments

A serial action test designed to measure the ability to make rapid correct judgments was devised by McCloy. (6) He found that the test correlation with composite ratings of the abilities of 300 senior high school girls in basketball, volleyball, diving, and the dance was 0.510. Using the same test, Smith measured the "athletic smartness" of forty football and thirty-four basketball letter winners. There was no correlation between the test and coaches' ratings of football players, but there was a correlation of 0.65 between the test and the ratings of basketball players.

Smith believes that

> ". . . athletic intelligence apparently is a more essential factor in basketball than in football, generally speaking." (11;19.)

He concluded that the "blocks test" may be used to some extent in predicting basketball ability insofar as this ability is based on athletic intelligence.

Prediction

In attempting to establish a predictive battery for baseball ability, Everett tested thirty University of Iowa varsity baseball players in baseball throw for distance, Sargent jump, shuttle run, squat thrust, McCloy "blocks test," and the Thurstone "S" test. (1) The criteria for baseball ability were the coach's ratings of each player based on his performance the previous year. A simplified formula for predicting baseball ability was established which included the Sargent jump ($r = 0.523$ with rating), "S" test ($r = -0.521$), and the "blocks test" ($r = 0.264$).

Concluding Statement

The following items of interest emerge from these studies:

1. Reaction time and speed of movement are evidently independent and may or may not bear a relationship to each other.
2. There is little or no relationship between speed of arm movement and body build or reaction and body build.
3. There is some evidence to indicate a positive relationship between speed of movement and athletic success.
4. The McCloy "blocks test" may show promise as a predictor of success in certain sports.
5. It may be that reaction time is non-discriminatory, but that participation in physical education activities will aid in realizing the potential.

Further studies are indicated to determine if speed of movement is inherent and thus a prerequisite for athletic success or is the result of participation and subject to improvement.

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The Fourth Dimension

Taylor Dodson

THE AIM OF EDUCATION is to secure the optimum development of the individual, in terms of attitudes, habits, knowledge, and ability, which will enable him to function harmoniously in his own interest and in the interest of society, now and in the future. It may be said that the aim of physical education is to contribute, through total body activity of a recreational nature, to the optimum development and adjustment of the individual.

Nash[1] lists four objectives, organic development, neuro-muscular development, interpretive-cortical development, and emotional-impulsive development, for physical education. Organic development has as outcomes, changes in size or mass that influence such everyday elements as strength and endurance. Neuro-muscular development is achieved through fixing habits and development of skills in physical activities. Interpretive-cortical development is exemplified by knowledge and insight into strategy, rules, and techniques.

Organic

Organic devolpment can be measured in terms of how much or how many in units of inches, pounds, or minutes. Neuro-muscular development can be measured in terms of ability to do things as a member of a team or as an individual. There is a close relationship between organic and neuro-muscular development, and common units of measurement may be noted.

There have been people who contended that children got enough work to take care of organic development especially in rural areas, without a special assist from the school physical education program. This position has become increasingly harder to justify with the coming of machinery to replace hand labor. At any rate, other considerations, such as the social value of physical education, outweigh mere organic development and make physical education an indispensable part of total education.

Interpretive-Cortical

This area of development, since it is reflected by knowledge, understanding, insight, and intelligence in respect to specific situations, can be measured by written knowledge tests of rules, strategy, and individual techniques. Such tests may be standardized tests or teacher made tests, either of the short answer or essay type. Knowledge of rules of a variety of games, rules of health, and even knowledge of what constitutes good sportsmanship, honesty, and fair play can be thus measured.

Neuromuscular

Some people may question the need for special effort in developing neuromuscular skills. It may be said that modern living with labor saving devices does not demand more than a minimum of organic vitality, muscular strength, and physical

[1] Nash, J. B., *The Administration of Physical Education,* A. S. Barnes & Co., New York, 1931, p. 6.

skill. Thinking individuals would admit to a grain of truth in such a statement, but the aesthetic aspect alone would make a proportionately well developed body and graceful, skilled movements desirable.

Emotional-Impulsive

Emotional-impulsive development, the practice of accepted concepts, is difficult to evaluate. Practice has to be in the real situation. The laboratory of physical education is the play field or the play room. Evaluation must be made in terms of observed behavior in many situations, and under a variety of conditions which may have erased the social veneer of restraint and allowed full display of the individual personality. Even so, such evaluations are, of necessity, rather subjective. Emotional control, acceptable attitudes, and proper social habits can be learned.

This area is to be evaluated in terms of ideals, attitudes, and appreciations. Here is the real fourth dimension of physical education. Here is the realm of symbolism where objectivity is replaced by subjectivity. How objective can one be where fairness, courtesy, sympathy, honesty, and self-control are concerned? How honest is honest? What is fair? What is the spirit of a rule? Are strong opponents morally obligated to protect or avoid embarrassing weaker ones? These, and many other questions, will have to be answered by physical educators in their efforts to achieve at the emotional-impulsive level.

Basis for Democracy

This is an area that cuts across the whole of education. Physical education can make a material contribution to the development of good sportsmanship, honesty, consideration, sympathy, fairness, cooperation, and integrity, but without the combined efforts of all school personnel, education will fail to do its part in the achievement of these objectives it shares in common with the home and the church.

Everyone will agree that interpretive development, in combination with emotional-impulsive development, is essential for successful functioning in a democratic society. Achievement in these two areas is the basis of the whole social structure of American life. It is here that cooperation is learned, that the application of the Golden Rule is featured, that compassion for the downtrodden is made manifest, and that volunteers, without whom democracy would surely fail, are developed.

Educators cannot reasonably expect the church alone to teach the basic ideals of Christian living when even the regular churchgoers get, at best, not more than an hour a week of instruction. Surely teachers, by precept and example, can be expected to accomplish at least a minimum amount of good in this combined emotional-interpretive area in six hours a day for five days a week. Citizenship traits that lead to cooperative participation in group activities can be developed from which will accrue sociability, leadership, sportsmanship, self-direction, and discipline.

Physical education is not a program identified by muscle building alone. Group participation and socialization are important aspects of physical education as part of the total educational program. This fourth dimension is vital to the future of physical education.

The Challenge

While the concepts with which teachers work in emotional development are not as difficult to understand as the theory of relativity, they *are* relative. Verbal symbols are readily available and roll off the tongue with ease, but the practice of honesty, sportsmanship, citizenship, cooperation, fairness, sympathy, and courtesy varies from person to person, age to age, and from one economic or social level to another. Objective evaluations are difficult, if not impossible, to achieve. Are there degrees of fairness, honesty, sportsmanship, and other social-moral-ethical concepts, or are these absolute conditions which either exist or do not exist?

Every teacher must put emotional-interpretive objectives high on his plans for all activity and keep them foremost in his mind as daily classes are conducted. If social living can be learned, it can be taught, and we are the teachers! The behavior of the product of our teaching is determined, to an extent, by the way the questions raised here are answered.

THE COACH'S JUDGMENT

The coach stood at the pearly gate,
His face was worn and old;
He meekly asked of the man of fate
Admission to the fold.
St. Peter asked, "What have you done,
What good to outweigh sins?"
"I taught boys life past set of sun—
Ignored crowds' cries for wins."
The gate swung open wide and sharp
As St. Pete touched the bell.
"Come in," he said, "and take a harp;
You've had enough of—er—trouble."

—C. L. Wear

The Athletic Aristocracy

Walter Kroll

IN OUR DEMOCRATIC NATION with all our fervent demand for equality of opportunity, with our emphatic condemnation of discrimination and prejudice, it seems a paradox that in physical education and athletics we are advocating and willfully promoting the creation of an aristocratic class composed of athletes. Although this statement should be ridiculous, it isn't. It seems more than a casual suggestion to contend that our present athletic program seeks out the aristocratic class for athletes. These are not aristocrats in the sense of financial wealth or noble lineage, but aristocrats in the sense that their heredity guarantees them the most important factor for athletic success . . . size.

Athletics demands big men. This discrimination on the basis of physical size is even worse than financial discrimination. Some financial goals are attainable, but physical stature and size is more intrinsically controlled by hereditary factors. The inherent selective factors in our major sports program discriminates against the small man to such a degree that the big man is fast becoming, if not already, the aristocrat in athletics. By reason of birth, therefore, athletes are born and not made. They are predestined for eminence and success because of birth. The small man is relegated to the peasant class because his heredity presupposes a small stature.

Selection

One of the most disheartening obligations of a coach is to try and make some aspiring young athlete realize that he does not meet the exacting physical requirements of some sport. The oft-heard phrase that depicts any American youth as being capable of achieving any athletic goal if he sets himself fervently to the task is finding itself with fewer and fewer examples to point to for proof. It seems as if the age of specialization is here. A great many research studies have shown conclusively that the top ability athletes in specific athletic events tend to be characterized by similar physical traits; that is, it appears as if there is an ideal body type for specific athletic events.

The understanding of the capabilities of gross body types and of more specific anthropometrical characteristics enables the guidance expert to suggest possible avenues of athletic endeavor to prospective athletes. This means the realization of the enormous number of possibilities for education adapted to the varieties and gross capabilities of the human physique. Naturally, physical educators who are professionally concerned with the guidance of gross body and mechanical movements should be aware of the findings in this area, so they can assume some degree of responsibiiity in initiating guidance work.

Opportunities

The problem then arises of insuring the greatest number of opportunities for successful participation in athletics or physical education class work. The athletic and physical education administrator should find himself weighing the relative value of various activities included in his program with this thought in mind as at least one of the important factors for consideration.

To be sure, facilities, expenses, personnel, demand, and community factors are other important considerations. It would seem, however, that perhaps too much consideration has been given to these factors and not enough to the former; that is, activities and sports have been incorporated into our programs more on the basis of popular demand or finances than they have on the basis of what activities will offer the greatest number of opportunities for success to the greatest number of participants.

More often one finds the "major" sports in the program: football, basketball and baseball. These are the popular activities and must be included, at least according to present thinking. The question that is raised here is whether or not these activities are offering equal opportunities to all for meeting with success. Again, it would seem as if the basis for selection of activities is dominated by considerations other than equal opportunity for successful participation.

A Challenge

It is our responsibility to apply the scientific research work being done on athletic aptitude in the selection of activities for addition to, or deletion from, the program. As has been pointed out, the emphasis is now on the big man in athletics. The sports most often not included or the first to be deleted are the so-called "minor" sports where it may be that greatest number of individuals could possibly find success.

For instance, consider what the average height and weight is for the better football and basketball players. Then consider that the average height and weight for normal young men is around 69 inches and the average weight is around 155 pounds. In which direction do the major sports tender to cluster in these measures? It is evident that the trend is definitely to the big man. If this is true, are we unknowingly advocating that the only individuals who are athletically inclined are big men and that the only individuals who deserve the opportunity to participate successfully in our program are big men? It would certainly seem that the selective factors

inherent in our present "major" sports discriminate against the small man and aid the big man.

It is granted that smaller men filter into sports, but more often than not it is *in spite of* their small build and not *because of it*. We must see to it that activities offered in our programs are such that the smaller man does not have to overcome his size in order to meet with success in athletics. If the activities we promote are designed for big men to succeed in them, we are discriminating against the small man. This is unjust and undemocratic and against all our expressed principles.

Some Solutions

Some would argue that intramurals and class tournaments allow the non-varsity caliber men to achieve some partial degree of athletic success at their own level of ability. But why should these men be discriminated against because of their body build in our selection of activities? Why aren't activities offered in which all have equal opportunity for success regardless of size or shape?

Our activities seem to suit the upper levels of physical size, but what about the average and lower levels? Is it true that all athletes must be big? Are excellent motor abilities and aptitudes limited to big men? The answers seem obvious and are left for our consciences to dwell upon.

Activities have been evaluated in the light of their benefits to the participant's physical and psychological development. Shouldn't we also evaluate activities in the light of what proportion of the total population of aspiring athletes are included in this opportunity for development? Hence, we must seek activities that provide the opportunities for the greatest number of aspirants to succeed because of, and not in spite of, their body build.

American collegiate and high school wrestling coaches think of wrestling as a sport in which the most important factors for success are determination, hard work, and a burning desire to excel in wrestling. Although other sports demand these same prerequisites, inherent body type characteristics and abilities play dominant roles in ferreting out the final champions.

Wrestling is an activity that can be participated in with success by all individuals regardless of shape, size or proportion. Different body type structures can adapt their style of wrestling in such a manner and to such a degree that the participant not only compensates for any peculiarities in his body structure, but actually takes advantage of it. Thus, the individual is succeeding because of, and not in spite of, his body build. What's more, the small man is just as important as the big man, since competition is conducted by weight divisions. Furthermore, the average height and weight for the average wrestler is almost exactly the average for normal young men. Thus, no one general area of physical size is being benefited at the expense of some other.

A high school coach was once overheard remarking that if you saw a baby-faced, frail-looking boy with an athletic award, it was a safe bet he was a champion wrestler. *In effect, wrestlers come in all shapes, sizes, dimensions, proportions, dispositions and dosages, and so, by the way, do aspiring young athletes.*

Ectomorphs, that is, frail, slender, small-boned individuals, have been warned against aspiring to become wrestlers because they were constitutionally ill-adapted to this activity.[1] Yet it has been the case where decided ectomorphs have been succeeding in the NCAA Wrestling Tournament. It may be that ectomorphs have a better chance of succeeding in wrestling than may have been previously imagined. Then, too, how many 115-pounders are achieving success in our "major" sports?

In other words, the basic inherent philosophy in wrestling does not assume that the only individuals athletically endowed, or who deserve the benefits of successful athletic participation, are big men. The mean weight and height for a group of Big Ten wrestlers was almost exactly the same mean height and weight for a normal population of men. Wrestling does not discriminate against the physically small man, only against the man who is small in terms of willingness to work hard, in burning desire to excel, etc.

Wrestling lends itself to any aspiring young athlete. Blind people have wrestled successfully as well as individuals with crippled legs or with four fingers missing off one hand. The physical characteristics needed can be developed through participation and training in wrestling. Wrestling does not call for unattainable body type characteristics and does not discriminate against body types of any trained and conditioned aspirants. Its main prerequisites are desire, hard work, and training. Wrestling offers much and requires little the aspirant can't achieve.

Let's allow the average and smaller men a chance to participate successfully in sports. Let's put our emphasis on all activities which are not discriminatory.

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[1] William Sheldon, *The Varieties of Human Physique*. New York: Harper and Brothers, 1940, p. 294.

True?

"The error of youth is to believe that intelligence is a substitute for experience; while the error of age is to believe that experience is a substitute for intelligence." —Lyman Bryson.

Edited by Nelson G. Lehsten

Note: The purpose of this column is to present a summary of various procedures which are being utilized in contemporary physical education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program in physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to Nelson G. Lehsten, University High School, Ann Arbor.

The Selection of Activities[1]

SOONER OR LATER, in any curriculum evaluation or revision, the question of what should be included, or what activities should be selected arises. What are some suggestions for meeting this problem?

Pupils' Physical and Emotional Maturity

Numerous studies and textbooks have revealed the characteristic physical and emotional needs of children at various age or grade levels, and the selection of activities based upon developmental levels of the students has tremendous support. A selection of activities based upon the knowledge of the physical ages, abilities and capacities of the students plus an understanding of their behavior tendencies can fulfill more adequately their interest and needs from a physical and emotional point of view. The advantage of such a method of selection of activities lies in the choice of those which are most acceptable in light of the developmental stage of the participants and possessing values and experiences that are within the physical and emotional capacities of the students.

Aims and Objectives of the Department

Activities may be selected in light of the philosophy of the teacher or department of physical education as reflected in terms of aims and objectives. The use of aims and objectives as an interpretive device representing the philosophy of physical education would create a point of departure in the selection of activities from which continuity and progression of programs could result. Such selection would tend to eliminate personal bias toward specific activities or types of activities and would aid in program development based upon a broad educational foundation. On the other hand, it is extremely difficult to pin point many of the values of various activities in relation to their contribution to certain objectives. The intangible nature of the outcomes may bring about an oversight of the desirability of the activity and result in its omission from the program.

Time Allotment, Facilities, Equipment, Size of Classes, and Teacher-Pupil Ratio

The problems growing out of limitations in terms of the facilities, time allotment, equipment, class size, and teacher-pupil ratio, have brought about a practice of selecting activities to a large extent in terms of the degree to which these factors permit or limit certain types of activity. The use of a selection procedure based upon these delimiting factors attempts to put the development of the program on a practical level which can be carried out rather than to theorize blindly in terms of situations that are often unreal. This procedure is best applied to a specific school situation whose limiting conditions may make the selection of activities practical for that situation alone. For general curriculum development, as in course of study construction, other methods of selecting activities are usually employed.

Individual Differences

The selection of activities on a basis of individual differences has become a more feasible method with the increased use of homogeneous grouping, health examinations, and improved evaluation instruments; it is a procedure which is in keeping with

[1] Lehsten, Nelson G.: "An Organization and Appraisal of Methods Utilized in the Conduct of Physical Education Activities for Boys in the Secondary School," doctoral dissertation, Indiana University, 1953, pp. 225-229.

the contemporary philosophy of education of the individual in light of his needs and past experiences. Selection of activities on this basis of individual differences permits greater attention to individual interests and needs, it encourages individual awareness of his progress in light of goals within his capacity.

The disadvantages of activities selected on the basis of individual differences lie in the possible loss of the benefits derived from the interaction of the group which arise out of differences and feeling of superiority or inferiority which might develop between students. Scheduling of classes in light of individual differences is a common administrative problem and, along with the limitations of facilities, equipment and staff, create a block to the utility of this method in many secondary schools.

Training and Experience of the Teacher

The question of whether or not a given activity will be included in a program of physical education very frequently depends on the training and experience of the teacher. Unfortunately, the philosophy and teaching ability of some teachers limit the scope of activities which they can or wish to present in their programs. On the other hand, in view of the safety hazards inherent in some activities it is questionable whether teachers should attempt to instruct and supervise activities in which they have little or no background or experience. Additionally, it should be pointed out that the teacher, through close contact with the students and his understanding of their physical, mental, and social characteristics, is in a favorable position to select activities which will best meet the needs of his students.

Caution should be exercised by the teacher in selecting activities solely on a basis of his training and experience lest he rely on subjective judgment alone and possible personal bias based upon his own pleasant or unpleasant experience, undergraduate preparation, or lack of understanding of the contributions of activities other than those of his special interest and ability. It must be realized that this method is only one of several possible procedures for selection of activities, and that it has value, but it may be utilized extensively in small schools wherein the staff is very limited in terms of numbers and their competence to judge on a basis of experience may be questionable since they are usually young and lacking in "on the job" experience.

Climatic and/or Geographical Conditions

A very realistic procedure for selecting activities is found in the consideration of climatic and geographical conditions which permit or exclude certain activities from the physical education program. In certain geographical areas the various seasons would have to be considered in the selection of activities. On the principle that physical education classes should be conducted out-of-doors whenever weather conditions permit it has been suggested that winds up to thirty-nine miles per hour and temperatures of forty degrees (Fahrenheit) or above are tolerable limits for outdoor activity.

Legal Requirements

Where specific standards have been established, and such organization of program content completed in the form of curriculum guides or courses of study, the procedure should include at least the minimum essentials as recommended. In localities where permissive or enabling clauses have been legislated, those responsible for the selection of activities should interpret such requirements as a stimulant to the development of as varied and wholesome a program as the conditions of the school environment will allow.

Desires of the School Administration and the Community

As a public tax-supported service, the schools should be cognizant of the attitudes of the community toward the curricula of the schools. In the physical education program, the practice of selecting activities in light of the philosophy of the school administration and the community is a vital method of fostering favorable public relations. In situations where the value of a certain activity, which is recommended as a part of the physical education program in light of professional research and curricular philosophy, is not in keeping with the expressed desires of school administrators and the people in the community, it becomes the task of the teacher or those connected with the program to underwrite an extensive effort toward interpreting the values of the activity in question to the public in order that the program might be acceptable to them and deemed worthy of their support.

Solid Comfort

The Lord gave you two ends to use;
One to think with, one to sit with
Your life depends on which you choose;
Heads you win, tails you lose.

For every trouble under the sun
There is a remedy, or there is none.
If there be one, go and find it;
If there be none, never mind it.

Edited by C. O. Jackson

Egypt and the Organization of the Regional Games

Gamel Heydat

THE ROMAN SAYING "Nil novi sub sole" is once more confirmed by the discovery that in the year 3000 B.C., international sports events were organized by the Pharaohs of Ancient Egypt. In organizing the First Mediterranean Games, Egypt was merely renewing a tradition of it's glorious past. As they did more than forty centuries ago, athletes from Egypt's neighboring countries gathered for their festival of competition October 5th through the 20th, 1951.

The Mediterranean Games, as the name denotes, as typical of the regional games that take place according to Olympic tradition between the countries of the Mediterranean. As soon as the decision of the International Olympic Committee, granting Egypt the organization of the Games was known, the Egyptian Olympic Committee informed the International Federations governing the various sports included in the program and secured their approval and cooperation.

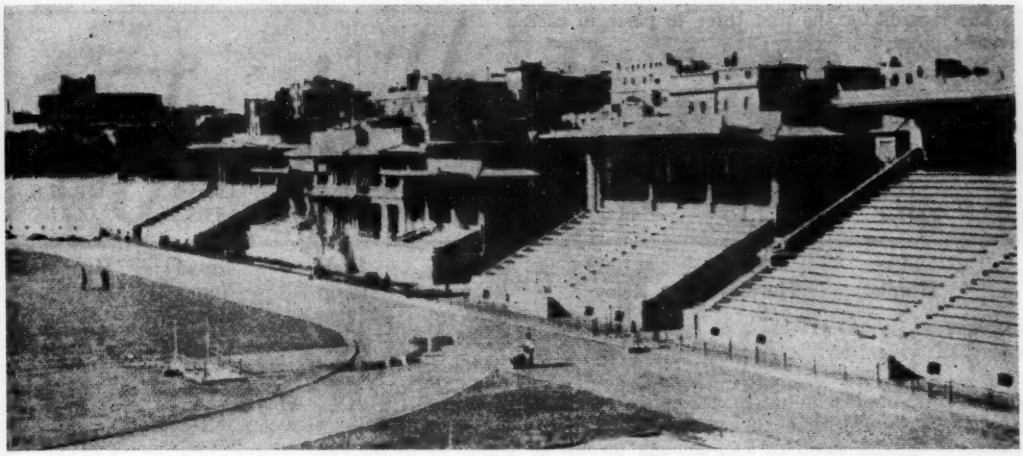
These federations included: Amateur Athletic Federation (England), Amateur Basketball Federation (Switzerland), Amateur Boxing Association (England), Equestrian Federation (Belgium), Fencing Federation (Italy), Field Hockey League (Belgium), Association Football Federation (Switzerland), Gymnastics Federation (Switzerland), Shooting Union (Sweden), Federation of Rowing Societies (Switzerland), Amateur Swimming Federation (Sweden), Weightlifting Federation (France), and the Amateur Wrestling Federation.

At the same time, invitations were sent through official channels to the National Olympic Committees of the following Mediterranean nations: France, Greece, Italy, Lebanon, Malta, Monaco, Spain, Syria, Turkey, and Yugoslavia.

The following diagram shows the nations invited and those affiliated with the International Sports Federations:

	Egypt	France	Greece	Italy	Lebanon	Malta	Monaco	Spain	Syria	Turkey	Yugoslavia	Total Affiliates by Sports
Athletics (Track and Field)	X	X	X	X	X	X	—	X	X	X	X	10
Basketball	X	X	X	X	X	—	—	X	X	X	X	9
Boxing	X	X	X	X	X	—	—	X	—	X	X	8
Equestrian Sports	X	X	X	X	—	—	—	X	—	X	X	7
Fencing	X	X	X	X	—	—	X	X	—	X	X	8
Football (Soccer)	X	X	X	X	X	—	—	X	X	X	X	9
Gymnastics	X	X	—	X	—	—	—	X	—	—	X	5
Hockey (Field)	X	X	—	X	—	—	—	X	—	—	X	5
Rowing	X	X	X	X	—	—	—	X	—	X	X	7
Shooting	X	X	—	X	—	—	X	X	—	—	—	5
Swimming (Diving and Water Polo)	X	X	X	X	X	X	—	X	X	X	X	10
Weightlifting (G. A. and Free)	X	X	—	X	X	—	—	—	—	—	X	5
Wrestling	X	X	X	X	X	—	—	X	X	X	X	9
Total Affiliation	13	13	9	13	7	2	2	12	5	9	12	

Affiliated Nations: X Non-Affiliated Nations: —

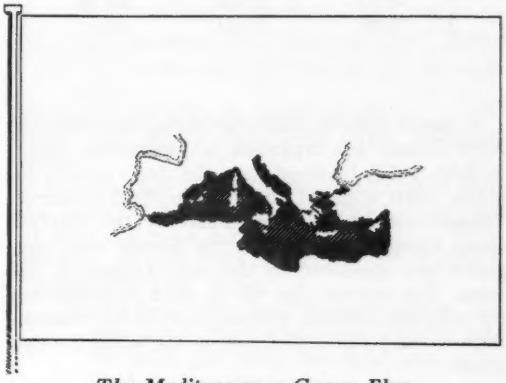


Alexandria Stadium, Theatre of Games.

The program of the Games is similar to that of the Olympic Games. A colorful and thrilling Opening Ceremony is held during the first day, followed then by nearly two weeks of sports, and finally a most impressive Closing Ceremony. For the opening ceremony, a large Mediterranean Games Flag is hoisted at the moment the Games are officially declared open. This flag then flies in the stadium for the duration of the Games. At the end of the closing ceremony, the flag is lowered at the moment that the Games are officially declared closed.

The Olympic flag consists of five different colored circles—blue, yellow, black, green, and red—on a field of white, to represent the colors appearing in the flags of all the nations of the world. The Mediterranean flag consists of a map of the Mediterranean on a field of white.

How good is the competition, and what sort of records were made? A glance at the results of just two—swimming, and track and field—will help the reader arrive at an estimate of the quality of performance at the First Mediterranean Games. The time for the first three is given.



The Mediterranean Games Flag.

The author, Gamet Heydat is a major in the Egyptian Army on leave to study in the United States. He helped organize the games he describes.

Swimming

Competitors	100m Free Style	400m Free Style	1500m Free Style	200m Breast Stroke	100m Back Stroke
1	58.9	4.47.5	19.32.9	2.41.9	1.07.2
2	59.7	4.53.3	19.40.3	2.43.7	1.11.3
3	60.0	4.57.0	19.59.5	2.48.0	1.12.0

The records for the first three to place in each event follows:

Track and Field

	100m S.	200m S.	400m S.	800m M. S.	1,500m M. S.	5,000m M. S.	10,000m M. S.
1	10.9	22.0	47.8	1.50.9	3.55.8	14.38.3	31.07.9
2	11.2	22.1	47.9	1.54.2	3.56.9	15.05.2	31.42.8
3	11.2	22.1	48.6	1.54.7	4.01.5	15.05.5	34.27.5

	110m Hurdles S.	400m Hurdles S.	4x100m Relay S.	4x400m Relay M. S.	High Jump Meters	Broad Jump Meters	Hop, Step and Jump Meters
1	15.5	53.8	42.4	3.19.5	2.00	7.28	14.25
2	15.8	55.1	43.3	3.23.9	1.9.	6.96	14.15
3	15.8	55.4	43.9	3.25.5	1.85	6.85	14.13

	Polt Vault M.	Shot Put M.	Hammer Throw M.	Discus Throw M.	Javelin Throw M.	10,000m Walk M. S.	3,000m Steeple-chase M. S.
1	4.00	15.03	52.33	48.49	65.82	51.39.6	9.36.5
2	4.00	15.02	51.91	46.07	63.62	54.28.3	9.39.5
3	3.90	16.61	50.43	43.18	59.57	56.20.9	9.44.9

A similar plan of Regional Games, the First Pan Arab Games, was organized in Alexandria, Egypt, in July, 1953. Involved were the Arab nations together with some of the Middle East countries. Though not officially recognized by the International Olympic Committee, the Games were suggested and sponsored by the Arab League of Nations. The original idea was to assist in completing the religious, cultural, political and ethical relationships of the youth in that part of the world through sports.

These games were a successful trial of regional games in that part of the world. They also help smaller nations to experience the organization of such big sports festivals, more than the other well-known outcomes, especially in raising the standard of sports. In addition, sports appreciation is developed in a region of the world regarded as comparatively backward in this respect, by modern concepts, although they took a glorious lead centuries ago.

The Pan Arab Games flag consists of the symbol of the Arab League of Nations on a field of white.

The Pan Arab Games Flag.

The writer feels that in the very near future the accomplishments and records in the coming Pan Arab Games will be sufficiently improved to gain the interest of many people who at the moment know so little about even the countries in that part of the world. Who knows? Perhaps some day before too long some Olympic champion may come from either the Mediterranean or the Pan Arab Games . . . but in the meantime the chief purpose, of helping peoples of many small nations to become better acquainted with each other, is being carried on successfully.

Edited by Harry Grabner

Our guest caller this issue is Robert F. Taylor, principal of Hillcrest School, Fort Wayne, Indiana. As president of the Fort Wayne Callers Club, vice-president of the Indiana State Callers Association, and a summer playground director for the Fort Wayne Park Board, Mr. Taylor is well qualified to make this contribution.

WHILE WORKING for the Recreation Department in Fort Wayne one summer, my interest in folk dancing was aroused by the demands of the people who came to my supervised area each day. All of them—adults as well as teen-agers—seemed to really want to know how to square dance and do the enjoyable circle games.

Who could teach them? This was a challenge indeed, so I decided to do something about it. Materials and records were investigated. The information was found to be rather limited. However, books by national leaders, plus some records with calls, were purchased and the activity was started.

Everyone seemed to enjoy having instructions before the dancing began. In that way they were not pushed or shoved through the dance by a well-meaning friend who possibly might know more about the pattern of the dance.

The following summer, and each summer before the parks were opened, instruction was received from national leaders in camps and workshops. These refresher courses acted as a stimulus to the caller and helped to keep alive this wonderful recreational activity. Institutes featuring Ed Durlacher, Lawrence Loy, Al Brundage in the East, Jimmy Closin of Florida, Ed Gilmore, Fenton Jones and Les Botcher of California, and Joe Lewis, Herb Greggerson, Colletes and Manning Smith of the South, were enjoyed.

Experience shows that teen-agers take to square dancing like "ducks to water." In the city of Fort Wayne they make up 65 per cent of the dancers.

The largest department store, Wolf and Dessauer, co-sponsors "dancing under the stars" during the summer months two nights a week in our local parks. These teen-agers enjoy dancing and will become enthusiastic followers as well as good-will ambassadors for this activity in the future years. It is this age group that will keep square dancing alive through the years to come. It can all be summed up in the following words: "The family that plays together stays together."

The following dances and mixers are easily taught and enjoyable to dance. Mixers are excellent tools to use on new as well as older groups to induce sociability and get-acquainted activity.

"Smiles" . . . A Mixer

By Muriel Peck of Eldorado, Kansas
A Lloyd Shaw Recording—No. X-64

ALL JOIN HANDS AND CIRCLE LEFT, BOYS
(All join hands and circle to the left for eight steps)
GO BACK RIGHT, IN SINGLE FILE.
NOW YOU DOS A DOS THE GIRL BEHIND YOU
AND YOU DOS A DOS YOUR PARTNER TOO
ALL-MANDE LEFT YOUR LITTLE CORNER LADY (go twice around)
GRAND RIGHT AND LEFT IN ORDER AROUND THE RING
(Giving your right hand to your partner, and your left to the next beyond her, you take the next girl with the right and promenade)
NOW YOU PROMENADE THE ONE YOU MEET THERE
AND YOU'LL SMILE AS YOU'VE NEVER SMILED BEFORE.

"I Miss My Swiss" . . . A Mixer

By Fonda and Rex Allen, Burley, Idaho
Longhorn Record No. 200

Position: Starts *Open* Pos., facing LOD.
Footwork: *Opposite* throughout. Musical Introduction—4 meas. WAIT.

1–4 *Walk, 2, 3, 4; Fwd., Close; Bwd, Close;* Starting L, four walking steps fwd. in LOD. Fwd. again on L in LOD, step on R beside L; step bwd. in RLOD on L, step on R beside L.

5–8 *Walk, 2, 3, 4; Fwd., Close; Bwd., Close;* Repeat Meas. 1-4, BUT ON LAST STEP

END IN FACING pos., M's back to center, same hands joined.

9–12 *Side, Behind; Side, Swing; Side, Behind; Side, Touch;*
Grapevine step moving LOD; Step L to side, behind on R; L to side, swing across in front with R. Repeat grapevine moving RLOD with opp. footwork and ending with a touch of the L beside R; no weight on L. During grapevine M's R and W's L hands are joined and held high.

13–16 Turn Two Step; Two-Step; Twirl; Twirl; On Meas. 15-16, W twirls fwd. in LOD to next partner while M after starting her twirl on first ct. drops back in 3 steps to pick up next girl.

Ending 1-4 Walk, 2, 3, 4; Twirl, 2, 3, Bow;
Entire sequence is danced 8 times.

"I'm a Bum" . . . A Singing Call

As called by Al Brundage
(Kismet K-159)

INTRO: YOU DO SI DO YOUR CORNER GIRL, DO SI DO YOUR OWN
GO BACK AND SWING THE CORNER GIRL, SWING HER ALL ALONE
LEAVE HER ALONE AND SWING YOUR OWN, YOU SWING YOUR PARTNERS ALL
TAKE YOUR PARTNER BY THE HAND AND PROMENADE THE HALL.
(Caller rests on the promenade)
FIGURE:
THE TWO HEAD COUPLES LEAD TO THE RIGHT AND CIRCLE FOUR AROUND
THE OTHER WAY BACK YOU'RE GOIN' WRONG, CIRCLE RIGHT AROUND
YOU RIGHT AND LEFT THRU AND YOU RIGHT AND LEFT BACK AND
LISTEN TO THE CALL
FOUR LADIES INTO THE CENTER AND THE GENTS GO ROUND THE HALL
FOUR OLD GENTS YOU MARCH AROUND AND LISTEN TO THE CALL
SWING YOUR PARTNER OUT TO PLACE AND SQUARE YOU SET IN THE HALL
FORWARD ALL AND CLAP YOUR HANDS, ONE—TWO—THREE—FOUR
ALLEMANDE LEFT YOUR CORNER, GRAND RIGHT AND LEFT AROUND
IT'S A GRAND OLD RIGHT AND LEFT YOU GO ALL THE WAY AROUND
GO BY YOUR PARTNER, KEEP GOIN' ALL THE WAY ROUND THE HALL
SWING YOUR PARTNER WHEN YOU MEET, SWING YOUR PARTNERS ALL
THEN PROMENADE AROUND THE RING, YOU PROMENADE THE HALL.
(In the Grand right and left pass your partner the first time you meet her, then swing when you meet her the second time and promenade. Caller rests on the promenade)
Repeat with side couples.
Then repeat head couples and side couples again, having gents go into the center and the ladies march around the set.
Ending: (May be same as INTRO if you wish.)
ALLEMANDE LEFT YOUR CORNER, DO SI DO YOUR OWN
GO BACK AND SWING YOUR CORNER, SWING HER ALL ALONE
ALLEMANDE LEFT YOUR CORNER, DO SI DO YOUR OWN
GO BACK AND SWING YOUR CORNER, SWING HER ALL ALONE
ALLEMANDE LEFT YOUR CORNER, DO SI DO YOUR OWN
GO BACK AND SWING THIS CORNER, SWING HER ALL ALONE
ALLEMANDE LEFT YOUR CORNER, DO SI DO YOUR OWN
GO BACK AND SWING YOUR CORNER AGAIN AND PROMENADE HER HOME.
(End with original partner).

"Swanee River" . . . Lady Round Lady

As called by Al Brundage
(Kismet K-154) with calls
(Kismet K-157) without

Bridge:	Allemande left and a grand right and left—Swing
Melody:	Way down upon the Swannee river
Swannee	Far, far away (Grand R. & L. all the way round)
River	There's where my heart is yearning ever—Swing (do not promenade)
	There's where the old folks stay—couple one to the right
	Lady go round the lady
	Gent go round the gent
Lady	Gent go round the lady
Round	Lady go round the gent
Lady	Four hands half and you
Tune	Right and left right thru
	Turn your partner twice around and
	Take her on with you

Repeat two more times, then repeat "Bridge" and melody.
Repeat entire dance for couples 2, 3, and 4 leading out.

"Josephine" . . . Couple Dance

Record: M-G-M No. 10409-B

STARTING POSITION: Varsouvienne. Both start with R. foot.

Measure 1-2

Step Behind Step Swing, Step Behind Step Swing
Moving to the right, towards wall, step with RF, step behind RF with LF, step with RF to right and swing LF across in front. Second meas. same as first, except with LF and move to left, towards center.

Measure 3-4

Walk Two Three Four
Four slow walking steps LOD, starting with RF. On fourth step release right hands as M turns R face to face RLOD.

Measure 5

Repeat meas. 1, both moving to their own right away from partner.

Measure 6

Repeat meas. 2, both moving to their own left. M passes in front of W, releasing L hands as they pass each other. As 6th meas. is completed join R hands (Star)

Measure 7-8

Walk Two Three Four
Four slow walking steps, starting with RF. M walks around W so as to come into Varsouvienne position, both facing LOD by the time the last step has been completed, ready to repeat entire dance.

"Connie Jean"

By Bill Shymkus, Chicago, Ill.

Record: "Oh," Capital No. 2442.

Position: Escort facing LOD.

Footwork: Opposite.

Measures

1–4 *Two-Step; Two-Step; Two-Step; Two-Step;*
(starting 1, 4 two-steps in LOD)

5–6 *Walk, 2, 3, Swing;*
(walk fwd. in LOD LR; L, swing R fwd.)

7–8 *Back, 2, 3, tap;*
(Walk bwd. in RLOD, R, L:R, tap L in front of R.)

9–16 Two-Step; 2, 3, 4; Walk, 2, 3, Swing; Back, 2, 3; Tap;
(Repeat meas. 1-8)

17–20 *Balance Away; Together; Side, Behind; Side Swing;*
(Step away from partner on L, touch R by L; step twd. partner on R, touch L by R; grapevine moving away from partner; step L to side, behind L with R; L to side; swing R over L.)

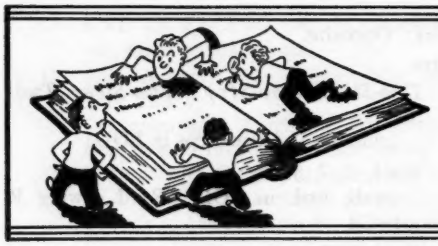
21–24 *Balance together; Balance Away; Grapevine to Partner;*
(Step to R side on R, touch L by R; step to L side on L, touch R by L; grapevine twd. partner; step R to side behind R on L; step to side on R (next to partner) and take closed pos., touch L.)

25–28 *Two-Step Turn; 2, 3, 4;*
(In closed pos., do 4 two-steps, turning CW and progressing in LOD.)

29–32 *Walk, 2, 3, 4;*
Take escort pos. for 4 slow walking steps in LOD (L, R, L, R.).

WHY WORRY?

There are only two reasons for worry: Either you are successful or you are not successful. If you are successful, there is nothing to worry about. If you are not successful, there are only two things to worry about: Your health is good or you are sick. If your health is good, there is nothing to worry about. If you are sick, there are only two things to worry about: You are either going to get well or you are going to die. If you are going to get well, there is nothing to worry about. If you are going to die, there are only two things to worry about: You are either going to heaven or you are not going to heaven. And if you are going to heaven, there is nothing to worry about. If you are going to the other place, you will be so busy shaking hands with your friends you won't have time to worry. SO WHY WORRY?



BOOK Reviews

Edited by K. W. Bookwalter

COWELL, CHARLES C., and HAZELTON, HELEN W., *Curriculum Designs in Physical Education,* New York, Prentice-Hall Inc., 1955. 403 pp. $5.75.

This is a curriculum source for men and women, well suited to the graduate student. In its study of modern society, the nature of the individual, and the nature and conditions of learning, it provides the foundations for curriculum development in physical education.

The nature of curriculum content, the meaning and types of ultimate and immediate objectives, and the content of the curriculum guide (course of study) are discussed at length.

An unique feature and major contribution of the text are the separate chapters on the grade levels from nursery school to college. In each chapter, tables of activity suitable for the given age characteristics are carefully outlined.

Finally, the organization and activities for the interscholastic and intramural athletic programs are outlined in separate chapters. Situational problems and guiding questions are included in each chapter, to the benefit of the student and the teacher.

An elaborate and helpful classified bibliography concludes the body of this modern text.

K. W. BOOKWALTER.

Diehl, Harold S., *Textbook of Healthful Living,* (Fifth Edition), New York, McGraw-Hill Book Company, 1955, 802 pp., $6.00.

Interesting and scientific material are the standards for this text for college students. It is well illustrated and documented by tables and sources, the health problems of the individual and the community are analyzed.

Topics include mental health; nutrition and growth; choice of foods; weight and its control; digestive disturbances; dietary dangers; stimulants and narcotics; exercise-fatigue-rest; sunlight and fresh air; specific disease prevention; colds and influenza; care of the nose, throat, and ears; conservation of vision; sound teeth; care of the skin and hair; glands of internal secretion; sex life; modern parenthood; health problems of advancing years; choosing a health advisor; community health; controlling communicable diseases; sanitation and health; health in schools and on the job, government and health; voluntary health services; and health in the future.

A glossary of terms aids in the understanding of this well written material.

This list of topics and their need and interest for college age students are evidence of the value of this text.

K. W. BOOKWALTER

JENNY, JOHN H., *Introduction to Recreation Education,* Philadelphia, W. B. Saunders Company, 1955. 309 pp. $4.50.

This is a brief but well-rounded text to introduce the beginner to the nature, purpose and procedures of recreation education.

Recreation is briefly traced historically. Basic concepts are defined, proper relationships indicated, and exemplary activities shown for social recreation, dancing, camping and outdoor education.

The function of the play leader, employee recreation activities, hospital recreation, college and in-service training in recreation are all outlined.

The final chapters deal with facilities, finances, evaluation, and trends for recreation. Study questions and selected references accompany each chapter of this fine text.

K. W. BOOKWALTER.

JOHNS, EDWARD B., SUTTON, WILFRED C., and WEBSTER, LLOYD E., *Health for Effective Living,* New York, McGraw-Hill Book Co., 1954. 473 pp. $4.75.

Based on an investigation of students and college personnel, this book is intended to challenge the student to improve his own health. It departs from the traditional personal and community health approach, in the belief that the forces of personal, family and community health interact as the individual makes his life adjustments.

The six major areas considered are: Orientation in Health Education, Developing a Healthy Personality, Preparing for Effective Family Living, Developing and Maintaining Health, Building Defenses for Effective Living, and Effective Living in the Community. An average of three chapters is devoted to each of these areas.

Each chapter is concluded with a summary, suggested activities, suggested readings, and popular readings. The book merits consideration as a basic textbook for college students. An extensive index adds to the utility of the book.

J. K. RASH.

Kraus, Richard, *Recreation Leader's Handbook*, New York City, Mc-Graw-Hill Book Company, Incorporated, 1955, 297 pp., $4.75.

As the name implies, this is a handbook of materials for the recreation leader. Initial chapters explain the growth and present purposes of social recreation, the leader's approach to the group, and program planning.

Actual activities and techniques for games, stunts, and mixers; for dances; for square dancing, folk dancing, and social dancing; for dramatics; and for group singing conclude the book.

This is a splendid source of what to do and how to do it for social recreation. Lively illustrations clarify the descriptions throughout. This book should be of great service to the director of social recreation activities.

K. W. BOOKWALTER

LANGTON, C. V., and ANDERSON, C. L., *Health Principles and Practices*, St. Louis, C. V. Mosby, 1953. 417 pp. $4.25.

This book is primarily concerned with basic principles of health promotion through functional health knowledges. The overall objective is to provide the student with the basic health knowledges to serve as a foundation for a "lifetime pyramid of health."

Among the topics discussed are: heredity and eugenics in health promotion, personal hygiene, mental health problems, poison and its causes, communicable disease control, nutrition, sex and reproduction, and safety for health. The functions and organization of national and international health agencies are discussed briefly.

The book is rich with valuable information and principles pertaining to health. It can be used as a good text for college health courses.

M. A. ALLAM.

Mitchell, A. Viola and Crawford, Ida B., *Camp Counseling* (Second Edition), Philadelphia, W. B. Saunders Company, 1955, 406 pp., $4.75.

Revision of this book was pointed toward the book's greater utility for the camp worker. The development of the camping movement and the purposes of camping today set the stage for consideration of the major aspects that follow.

The counselor's job and his qualifications constitute Part I. Planning activities for camp including dramatics, music, creative writing, story-telling, nature and conservation, aquatics, and spiritual life are outlined in Part II.

Also, included are warning about camp pests, presentation of ropes and knot craft, doing something about the weather, getting about in the out-of-doors, hiking, tin craft, knifemanship and tool craft, axemanship, firecraft, tents and shelters, duffel care, sleeping in the open, keeping food cool and safe, cooking devices, and trip camping.

Well selected references are included in each chapter and in the general bibliography. Interest provoking drawings liven up the content. A directory of camping sources and organizations concludes the text.

K. W. BOOKWALTER

SOLOMON, BEN, *Leadership of Youth*, Youth Service Inc., Putnam Valley, N. Y., 1950. 164 pp. $3.00.

This book deals with the definitions of leadership, the common misconceptions, the levels of leadership and the general principles. Leadership in a youth-serving organization are covered by the following topic headings: The Youth Leader, Leadership for Life, Leadership Through Instruction, Techniques in Problem Analysis, Leadership vs. Your Job, Leadership Implies Action, Leadership in the Outdoors, Girls Are Different, and Development and Training.

Nash, in the introduction, points out that: "Leadership is an objective of education. Good leaders with mature minds at the right places can make a better world." "The right leadership could have averted tragedy after tragedy throughout the history of the world."

The appendix gives a summary of the Earmarks of a Leader. It outlines the major qualifications, aims of youth-serving agencies, definitions and the like, and is a good, readable text.

G. W. HERTZ.

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, *Staff Development, the Supervisor's Job*, U. S. Government Printing Office, Washington, D. C., 1954. 40 pp. $.20.

This pamphlet is a clearly written, concisely presented guide to better supervision procedure. While it doesn't deal with physical education in particular, it does deal with such things as: helping the employee recognize a need to learn, getting information across, job instruction, training procedures, and staff meetings, in general.

The chapter headings are: Staff Development—the Supervisor's Job; Helping People Want to Develop; Five Ways to Speed Learning; Some Tools for Staff Development, and The Climate in Which People Grow.

A supplemental guide is included for writing statements of tasks and performance requirements and better performance aid. G. W. HERTZ.

Who's Who in the Profession

Edited by K. W. Bookwalter

VAUGHN S. BLANCHARD was born in Franklin, New Hampshire, on July 11, 1889. He received the A.B. degree from Bates in 1912 and the M.S. degree from the University of Michigan in 1934.

He began his professional training as an instructor at Worcester Academy in 1914 and was at Phillips Academy from 1915 to 1917. He was Director of Physical Education of the public schools in Medford, Massachusetts, later at Central and Cass High Schools in Detroit; Supervisor of High Schools of Detroit; and since 1929 has been Director of the Department of Public Schools of Detroit. From 1929-33 he was Professor of Health Education and Head of the Department of Health and Physical Education, the City College, Detroit, and held the same position at Wayne University from 1933-46.

In 1940, he received the ACADEMY Administration Award. He is a member of NEA, Public Health Association, School Health Association, and Michigan Education Association; he was president of the Michigan Physical Education Association from 1930-32, and president of AAHPER in 1947.

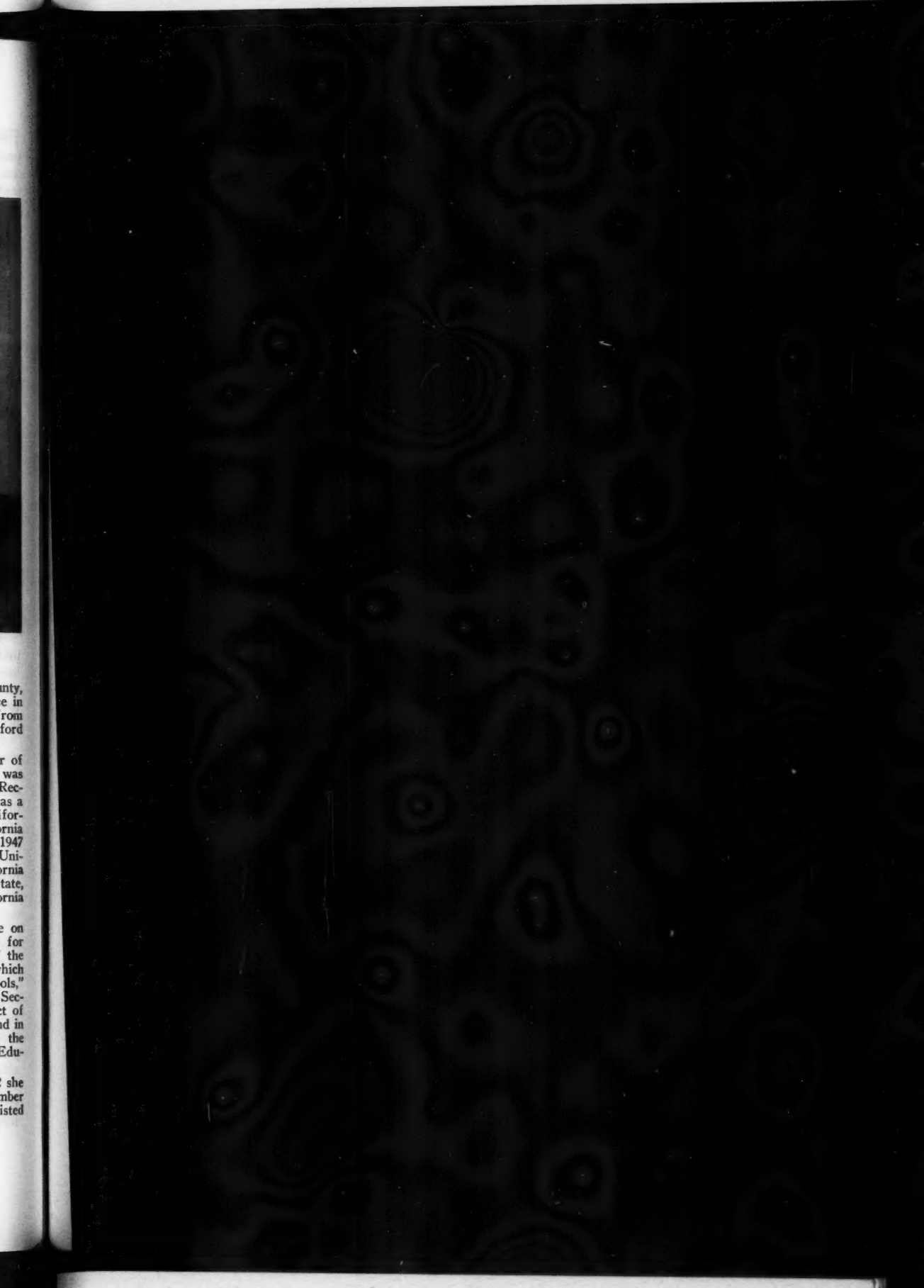
He is the author of *Curriculum Problems in Health and Physical Education* and is co-author with Laurentine Collins of *A Modern Physical Education Program.* He is a Fellow of AAHPER and is listed in LEADERS IN EDUCATION.

VAUGHN S. BLANCHARD

BERNICE R. MOSS

BERNICE R. MOSS was born in Salt Lake County, Utah, on July 17, 1906. She received the B.S. degree in 1927 from the University of Utah, the A.M. degree from Columbia in 1929, and the Ed.D. degree from Stanford in 1946.

Her professional experience began as an instructor of Hygiene at the University of Utah in 1929. She was State Director of Health, Physical Education and Recreation for Utah from 1935-44. From 1944-46 she was a consultant in School Health Education with the California Department of Public Health, and with the California State Department of Education from 1946-47. Since 1947 she has been Professor of Health Education at the University of Utah. She has been a lecturer at California and an instructor, during the summers, at Utah State, Southern California, Michigan, Northwestern, California at Los Angeles, and Oklahoma.

Dr. Moss was a member of the Joint Committee on Health Problems from 1943 to 1949 and chairman for two years. She was a member of the committees of the American Association of School Administrators which prepared the *20th Yearbook* and "Health in Schools," Revised Edition. Professional leadership includes: Secretary, and later President of the Southwest District of AAHPER; Vice-President for Health Education, and in 1951-52 President of AAHPER, and President of the Society of State Directors of Health and Physical Education in 1941.

Dr. Moss is a member of Phi Kappa Phi. In 1952 she was the recipient of the Anderson Award; is a member of the ACADEMY; a Fellow of AAHPER and is listed in LEADERS IN EDUCATION.